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ABSTRACT

The purpose of this study was to provide information regarding the impact of the new English for Speakers of Other Languages (ESOL) Program at the San Diego Community College District (SDCCD) in California. In fall 2000, the program increased from 5 to 8 courses and went from a 30-unit to a 35-unit program. Districtwide, ESOL Program enrollment decreased (down 361 from fall 1999 to spring 2001) after the implementation of the new program. The persistence rate from term to term remained about the same, while course completion rates decreased by 22.1% districtwide in the new Level 19. However, course completion rates for Levels 20, 30, and 40 increased with the program changes. The changes did not affect demographic distributions of ESOL students. Level 19 was impacted by the most program changes, therefore the report recommends further research focusing on this level. It is also recommended that more research be conducted to examine ESOL student success in subsequent academic courses after completing the ESOL Program. Because the majority of ESOL students indicated their educational goal was to transfer to a four-year institution, the study also recommends initiation of longitudinal research to track success after transfer. Research instrument appended. (Contains more than 100 tables.) (NB)

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ED 478 370

San Diego Community COLLEGE DISTRICT

The Impact of the New ESOL Program

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April 2002
Office of Institutional Research and Planning

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The Impact of the New ESOL Program

Introduction

Beginning in fall 2000, the English for Speakers of Other Languages (ESOL) curriculum was significantly restructured. Prior to this time, the program consisted of five 6 unit courses, requiring a total of 30 units to complete the program. In the new program, some courses were combined and new courses were added. As a result, the ESOL Program increased from five to eight courses and went from a 30 unit to a 35 unit program. The specific changes are illustrated below:

OLD ESOL Curriculum			NEW ESOL Curriculum		
ESOL Level	Course #	Units	ESOL Level	Course #	Units
ESOL 6	ENGL 06	6			
ESOL 7	ENGL 07	6	ESOL 19	ESOL 19	5
ESOL 8	ENGL 08	6	ESOL 20	ESOL 20	6
				ESOL 21	3
				ESOL 22	3
ESOL 9	ENGL 09	6	ESOL 30	ESOL 30	6
				ESOL 31	3
				ESOL 32	3
ESOL 10	ENGL 10	6	ESOL 40	ESOL 40	6
Total Units		**30**	**Total Units**		**35**

The Office of Institutional Research and Planning examined the program changes at the request of the English Department. The purpose of this study was to determine the impact of these changes on the ESOL Program in terms of: (1) student enrollment, (2) persistence rates, (3) course completion rates, and (4) demographics. A survey was also conducted to obtain student opinions regarding the program changes.

Methodology

Four consecutive semesters of data were collected: fall 1999, spring 2000, fall 2000, and spring 2001. Comparisons were made between the former and new ESOL Programs in the following areas:

1. Student Enrollment:
   a). Fall to fall: fall 1999 compared to fall 2000
   b). Spring to spring: spring 2000 compared to spring 2001

   ESOL Program enrollment (unduplicated student enrollment in the ESOL Program) as well as course enrollment (duplicated enrollment in all ESOL courses) were examined for comparison purposes.

2. Term-to-Term Persistence Rates: The following term-to-term persistence rates were calculated:

fall 2000 to spring 2001
fall 1999 to spring 2000
Persistence rates were calculated only for students registered in one or more courses (any course) in the subsequent semester.

3. Course Completion:
Successful course completion =A, B, C or Credit
Unsuccessful course completion=D, F, I, No-credit
Drop/Withdraw=Drop, Withdraw, Never Attended
Successful course completion rate=Successful course completion divided by (All students – Drop/Withdraw)
Unsuccessful course completion rate=Unsuccessful course completion divided by (All students – Drop/Withdraw)
Drop/Withdraw rate=Drop/Withdraw divided by all students

4. Number of Challenge Tests: Comparisons were made of the number of challenge tests taken by students one year prior to (fall 1999 and spring 2000) and one year after (fall 2000 and spring 2001) the implementation of the new program.

5. Demographics: Demographic variables included: gender, ethnicity, age, citizenship, and educational objective.

6. Student Survey: A survey was administered to assess student opinions regarding the program changes.

Results

Detailed results are included in the attached tables. Major findings are summarized below:

1. Student Enrollment

   - Districtwide, ESOL Program enrollment (unduplicated count) in the ESOL Program decreased after the implementation of the new program (-241 from fall 1999 to fall 2000 and -120 from spring 2000 to spring 2001). Program enrollment declined at all colleges in fall 2000, however enrollment began to increase in spring 2001 at City and Miramar colleges.
   - The course enrollment at Levels 20 and 30 increased after the implementation of the new program. However, there was a relatively substantial enrollment decrease in Level 19 courses (176 student decline from fall 1999 to fall 2000). Additionally, there was a enrollment decrease in the new Level 40 courses.

2. Persistence Rate

   - The persistence rate from term-to-term remained about the same in the new ESOL Program districtwide.

3. Course Completion

- Districtwide, the new Level 19 courses had the largest decrease in successful course completion rate (46.2% in fall 2000 versus 68.3% in fall 1999) and highest increase in drop/withdraw rate (41.7% in fall 2000 versus 34.3% in fall 1999). However, the successful course completion rates in Levels 20, 30 and 40 increased with the new program change.

4. Number of Challenge Tests

- The number of challenge tests at City College increased dramatically during the first semester of the new program when compared to the previous fall (5 in fall 1999, 52 in fall 2000). In spring 2001, the number of challenges also increased: 31 in spring 2001 versus 14 in spring 2000. Unfortunately, challenge test data were not available for the other two colleges; therefore, the results can not be generalized to the entire district.

5. Demographics

- The curriculum changes did not influence demographic distributions of ESOL students.

6. Student Survey

A survey was administered to all ESOL students (n=859) in ESOL courses during the last week of the spring 2001 semester. A total of 466 students responded to the survey, yielding a response rate of 54.2%. Overall, students were positive about the new ESOL Program at all colleges. Detailed summary and results are attached in the report.

Summary

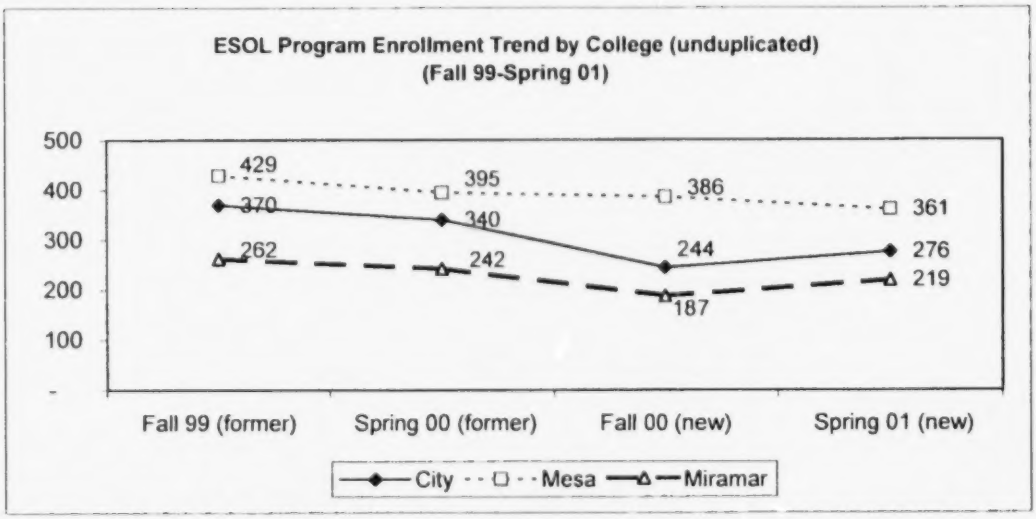
The purpose of this study was to provide useful information regarding the impact of the new ESOL Program on student enrollment, persistence rates, course completion rates, and demographics. Results show that the ESOL Program enrollment (unduplicated count) went down at all colleges after the new program was implemented; however, the persistence rate stayed about the same. Successful course completion rates in the new Level 19 decreased by 22.1% in fall 2000 districtwide.

Overall, students were satisfied with the new ESOL Program. However, students indicated that writing courses were more helpful than the listening/speaking and reading courses. It is recommended that more research be conducted to examine ESOL student success in subsequent academic courses after completing the ESOL Program. Level 19 was impacted the most by the program changes, therefore, research should also be conducted focusing on this level. In addition, a majority of ESOL students indicated their educational goal was to transfer to a four-year institution, longitudinal research should be initiated to track success after transfer for students who completed ESOL courses.

Impact of the New ESOL Program - Districtwide

ESOL Program Enrollment by College (unduplicated)

College	Fall 99 (former)	Fall 00 (new)	Change	Spring 00 (former)	Spring 01 (new)	Change
City	370	244	-126	340	276	-64
Mesa	429	386	-43	395	361	-34
Miramar	262	187	-75	242	219	-23
ECC	-	3	3	2	3	1
Total	**1,061**	**820**	**-241**	**979**	**859**	**-120**



ESOL Student Persistence Rates by College*

College	# Students Fall 99 (former)	# Returned Spring 00 (former)	Persistence Rate*	# Students Fall 00 (new)	# Returned Spring 01 (new)	Persistence Rate*
City	370	286	77.3%	244	189	77.5%
Mesa	429	353	82.3%	386	307	79.5%
Miramar	262	194	74.0%	187	141	75.4%
ECC	-	-		3	2	66.7%
Total	**1,061**	**833**	**78.5%**	**820**	**639**	**77.9%**

** Persistence rate =percentage of ESOL students who returned to SDCCD from the previous semester.*

ESOL Course Enrollment (duplicated count*)

Course	Fall 99 (former)	Fall 00 (new)	Change	Spring 00 (former)	Spring 01 (new)	Change
Level 19	332	156	-176	277	203	-74
Level 20	282	504	222	272	513	241
Level 30	276	508	232	289	525	236
Level 40	279	273	-6	301	229	-72
Total	**1,169**	**1,441**	**272**	**1,139**	**1,470**	**331**

** Students who took more than one course were counted more than once.*

FALL COMPARISON: GRADES

Grades by Course Level-Fall 99 (Former ESOL Program)

Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	36	10.8%	13	4.6%	17	6.2%	13	4.7%	79
B	53	16.0%	39	13.8%	38	13.8%	33	11.8%	163
C	60	18.1%	62	22.0%	80	29.0%	57	20.4%	259
CR	-	0.0%	-	0.0%	1	0.4%	2	0.7%	3
D	48	14.5%	64	22.7%	59	21.4%	63	22.6%	234
F	20	6.0%	19	6.7%	10	3.6%	11	3.9%	60
NC	1	0.3%	-	0.0%	-	0.0%	5	1.8%	6
I	-	0.0%	-	0.0%	-	0.0%	4	1.4%	4
NA	23	6.9%	22	7.8%	19	6.9%	26	9.3%	90
DRP	38	11.4%	29	10.3%	29	10.5%	31	11.1%	127
W	53	16.0%	34	12.1%	23	8.3%	34	12.2%	144
Total	**332**	**100.0%**	**282**	**100.0%**	**276**	**100.0%**	**279**	**100.0%**	**1,169**
Successful*	**149**	**68.3%**	**114**	**57.9%**	**136**	**66.3%**	**105**	**55.9%**	**504**
Unsuccessful*	**69**	**31.7%**	**83**	**42.1%**	**69**	**33.7%**	**83**	**44.1%**	**304**
Drop/Withdraw*	**114**	**34.3%**	**85**	**30.1%**	**71**	**25.7%**	**91**	**32.6%**	**361**

Grades by Course Level-Fall 00 (New ESOL Program)

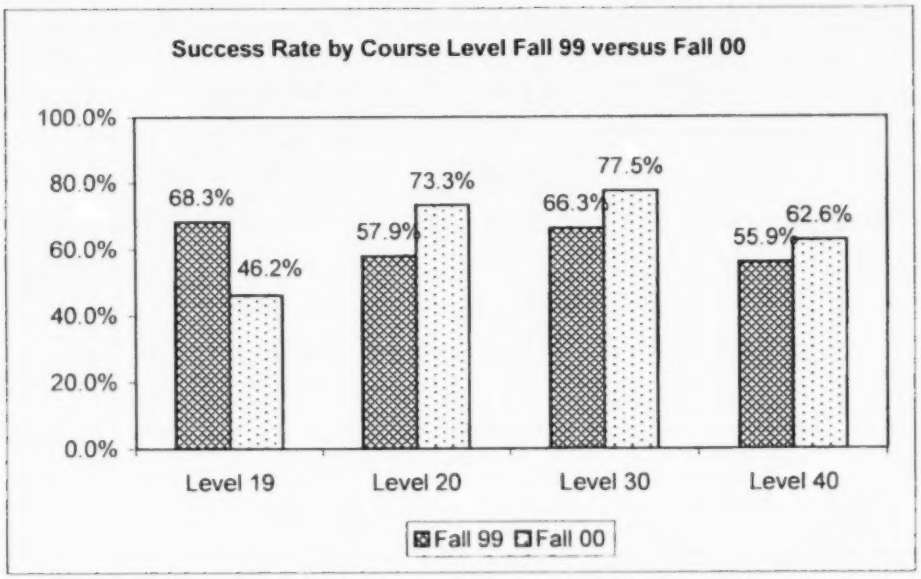
Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	12	7.7%	48	9.5%	79	15.6%	18	6.6%	157
B	13	8.3%	114	22.6%	103	20.3%	37	13.6%	267
C	17	10.9%	90	17.9%	94	18.5%	69	25.3%	270
D	43	27.6%	64	12.7%	52	10.2%	58	21.2%	217
F	6	3.8%	27	5.4%	26	5.1%	13	4.8%	72
NC	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-
I	-	0.0%	1	0.2%	2	0.4%	3	1.1%	6
NA	5	3.2%	46	9.1%	56	11.0%	36	13.2%	143
DRP	42	26.9%	71	14.1%	60	11.8%	28	10.3%	201
W	18	11.5%	43	8.5%	36	7.1%	11	4.0%	108
Total	**156**	**100.0%**	**504**	**100.0%**	**508**	**100.0%**	**273**	**100.0%**	**1,441**
Successful*	**42**	**46.2%**	**252**	**73.3%**	**276**	**77.5%**	**124**	**62.6%**	**694**
Unsuccessful*	**49**	**53.8%**	**92**	**26.7%**	**80**	**22.5%**	**74**	**37.4%**	**295**
Drop/Withdraw*	**65**	**41.7%**	**160**	**31.7%**	**152**	**29.9%**	**75**	**27.5%**	**452**

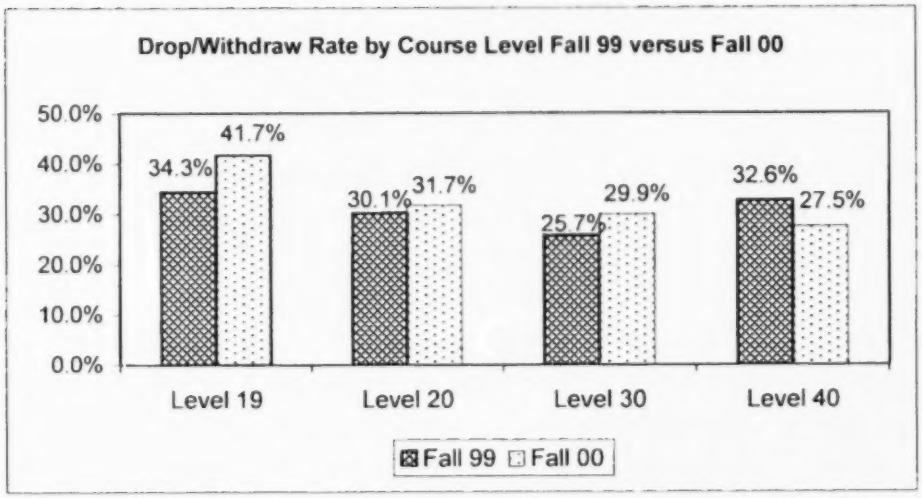
Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

**See formulas on page 3 used to calculate the rates*


Success Rate by Course Level Fall 99 versus Fall 00
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
68.3%
46.2%
57.9%
73.3%
66.3%
77.5%
55.9%
62.6%
Level 19
Level 20
Level 30
Level 40
Fall 99
Fall 00


Drop/Withdraw Rate by Course Level Fall 99 versus Fall 00
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
34.3%
41.7%
30.1%
31.7%
25.7%
29.9%
32.6%
27.5%
Level 19
Level 20
Level 30
Level 40
Fall 99
Fall 00

SPRING COMPARISON: GRADES

Grades by Course Level-Spring 00 (Former ESOL Program)

Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	25	9.0%	16	5.9%	16	5.5%	10	3.3%	67
B	40	14.4%	35	12.9%	46	15.9%	38	12.6%	158
C	53	19.1%	61	22.4%	58	20.1%	69	22.9%	241
CR	-	0.0%	1	0.4%	1	0.3%	4	1.3%	6
D	18	6.5%	45	16.5%	48	16.6%	52	17.3%	163
F	28	10.1%	20	7.4%	8	2.8%	12	4.0%	68
NC	-	0.0%	1	0.4%	2	0.7%	3	1.0%	6
I	2	0.7%	-	0.0%	1	0.3%	-	0.0%	3
NA	38	13.7%	26	9.6%	58	20.1%	47	15.6%	169
DRP	42	15.2%	35	12.9%	31	10.7%	39	13.0%	147
W	31	11.2%	32	11.8%	20	6.9%	27	9.0%	110
Total	**277**	**100.0%**	**272**	**100.0%**	**289**	**100.0%**	**301**	**100.0%**	**1,139**
Successful*	**118**	**42.6%**	**113**	**41.5%**	**121**	**41.9%**	**121**	**40.2%**	**472**
Unsuccessful*	**48**	**17.3%**	**66**	**24.3%**	**59**	**20.4%**	**67**	**22.3%**	**240**
Drop/Withdraw*	**111**	**40.1%**	**93**	**34.2%**	**109**	**37.7%**	**113**	**37.5%**	**426**

Grades by Course Level -Spring 01(New ESOL Program)

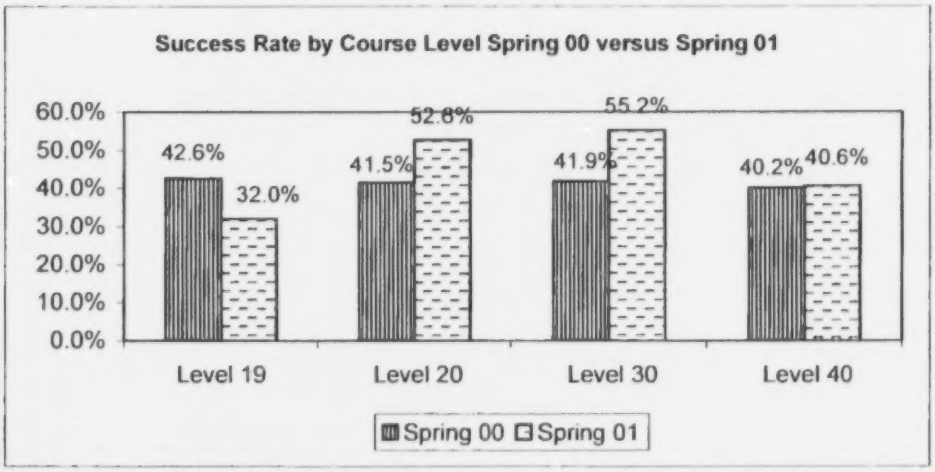
Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	15	7.4%	90	17.5%	88	16.8%	12	5.2%	205
B	27	13.3%	94	18.3%	113	21.5%	38	16.6%	272
C	23	11.3%	86	16.8%	89	17.0%	43	18.8%	241
D	33	16.3%	37	7.2%	43	8.2%	44	19.2%	157
F	15	7.4%	14	2.7%	20	3.8%	-	0.0%	49
I	1	0.5%	2	0.4%	-	0.0%	-	0.0%	2
NA	37	18.2%	61	11.9%	81	15.4%	51	22.3%	230
DRP	16	7.9%	73	14.2%	60	11.4%	19	8.3%	168
W	36	17.7%	56	10.9%	31	5.9%	22	9.6%	145
Total	**203**	**100.0%**	**513**	**100.0%**	**525**	**100.0%**	**229**	**100.0%**	**1,470**
Successful*	**65**	**32.0%**	**270**	**52.6%**	**290**	**55.2%**	**93**	**40.6%**	**718**
Unsuccessful*	**49**	**24.1%**	**53**	**10.3%**	**63**	**12.0%**	**44**	**19.2%**	**208**
Drop/Withdraw*	**89**	**43.8%**	**190**	**37.0%**	**172**	**32.8%**	**92**	**40.2%**	**543**

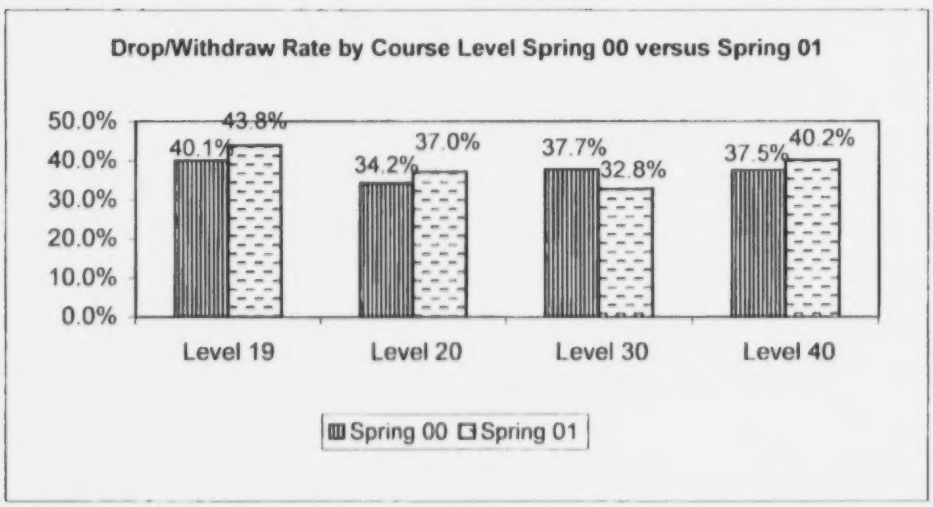
Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

**See formulas on page 3 used to calculate the rates*


Success Rate by Course Level Spring 00 versus Spring 01
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
42.6%
32.0%
41.5%
52.8%
41.9%
55.2%
40.2%
40.6%
Level 19
Level 20
Level 30
Level 40
Spring 00
Spring 01


Drop/Withdraw Rate by Course Level Spring 00 versus Spring 01
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
40.1%
43.8%
34.2%
37.0%
37.7%
32.8%
37.5%
40.2%
Level 19
Level 20
Level 30
Level 40
Spring 00
Spring 01

Districtwide Demographic Characteristics of ESOL Students

	Fall 99 (former)		Fall 00 (new)		Spring 00 (former)		Spring 01 (new)	
Gender	#	%	#	%	#	%	#	%
Female	637	60.0%	517	63.0%	611	62.4%	549	63.9%
Male	420	39.6%	302	36.8%	367	37.5%	309	36.0%
Unknown	4	0.4%	1	0.1%	1	0.1%	1	0.1%
Total	**1,061**	**100.0%**	**820**	**100.0%**	**979**	**100.0%**	**859**	**100.0%**
Ethnicity								
American Indian	2	0.2%	-	0.0%	-	0.0%	-	0.0%
Asian	481	45.3%	372	45.4%	437	44.6%	370	43.1%
African American	63	5.9%	39	4.8%	67	6.8%	32	3.7%
White	160	15.1%	144	17.6%	160	16.3%	154	17.9%
Hispanic	237	22.3%	178	21.7%	204	20.8%	204	23.7%
Filipino	27	2.5%	26	3.2%	23	2.3%	19	2.2%
Other	82	7.7%	60	7.3%	83	8.5%	78	9.1%
Unknown	9	0.8%	1	0.1%	5	0.5%	2	0.2%
Total	**1,061**	**100.0%**	**820**	**100.0%**	**979**	**100.0%**	**859**	**100.0%**
Age								
17 or under	11	1.0%	7	0.9%	6	0.6%	3	0.3%
18	55	5.2%	34	4.1%	37	3.8%	29	3.4%
19	66	6.2%	52	6.3%	54	5.5%	53	6.2%
20	52	4.9%	38	4.6%	57	5.8%	50	5.8%
21	63	5.9%	45	5.5%	48	4.9%	31	3.6%
22	50	4.7%	37	4.5%	43	4.4%	37	4.3%
23	29	2.7%	34	4.1%	37	3.8%	36	4.2%
24	45	4.2%	31	3.8%	39	4.0%	23	2.7%
25-29	188	17.7%	140	17.1%	165	16.9%	138	16.1%
30-34	143	13.5%	108	13.2%	141	14.4%	124	14.4%
35-39	109	10.3%	77	9.4%	110	11.2%	102	11.9%
40-49	136	12.8%	128	15.6%	138	14.1%	130	15.1%
50 or over	114	10.7%	89	10.9%	104	10.6%	103	12.0%
Total	**1,061**	**100.0%**	**820**	**100.0%**	**979**	**100.0%**	**859**	**100.0%**

Districtwide Demographic Characteristics of ESOL Students

	Fall 99 (former)		Fall 00 (new)		Spring 00 (former)		Spring 01 (new)	
Citizenship	#	%	#	%	#	%	#	%
US Citizen	215	20.3%	170	20.7%	201	20.5%	211	24.6%
Immigrant	618	58.2%	469	57.2%	553	56.5%	477	55.5%
Refugee/Asylee	124	11.7%	80	9.8%	118	12.1%	76	8.8%
Student Visa	20	1.9%	22	2.7%	8	0.8%	13	1.5%
Other Visa	49	4.6%	55	6.7%	65	6.6%	61	7.1%
Temporary Resident	32	3.0%	22	2.7%	33	3.4%	20	2.3%
Unknown	3	0.3%	2	0.2%	1	0.1%	1	0.1%
Total	**1,061**	**100.0%**	**820**	**100.0%**	**979**	**100.0%**	**859**	**100.0%**
Educational Objective								
Obtain BA After AA	270	25.4%	196	23.9%	226	23.1%	207	24.1%
Obtain BA Without AA	62	5.8%	44	5.4%	56	5.7%	48	5.6%
Obtain AA without Transfer	80	7.5%	59	7.2%	67	6.8%	57	6.6%
Obtain 2 Yr Voc Degree without Transfer	26	2.5%	18	2.2%	30	3.1%	17	2.0%
Earn Voc Cert without Transfer	10	0.9%	14	1.7%	10	1.0%	11	1.3%
Discover Career Interests	21	2.0%	23	2.8%	21	2.1%	14	1.6%
Prepare for New Career	81	7.6%	65	7.9%	95	9.7%	76	8.8%
Advance in Current Job/Career	32	3.0%	29	3.5%	28	2.9%	28	3.3%
Maintain Certificate/License	11	1.0%	11	1.3%	13	1.3%	12	1.4%
Educational Development	14	1.3%	14	1.7%	17	1.7%	20	2.3%
Improve Basic Skills	182	17.2%	155	18.9%	168	17.2%	173	20.1%
Complete Credits for HS Diploma/GED	7	0.7%	6	0.7%	9	0.9%	7	0.8%
Undecided	233	22.0%	156	19.0%	203	20.7%	154	17.9%
Unknown	32	3.0%	30	3.7%	36	3.7%	35	4.1%
Total	**1,061**	**100.0%**	**820**	**100.0%**	**979**	**100.0%**	**859**	**100.0%**

The Impact of the New ESOL Program

City College

Summary of Results-City College

- ESOL Program enrollment (unduplicated count) declined after the implementation of the new ESOL curriculum (fall 2000). However, program enrollment began to increase in spring 2001.

- The number of challenge tests at City College increased dramatically during the first semester of the new program when compared with the previous fall (5 in fall 1999, 52 in fall 2000). In spring 2001, the number of challenges also increased: 31 in spring 2001 versus 14 in spring 2000.

- Course enrollment (duplicated count) increased at Levels 20 and 30. There was a decrease in course enrollment in the new Levels 19 and 40.

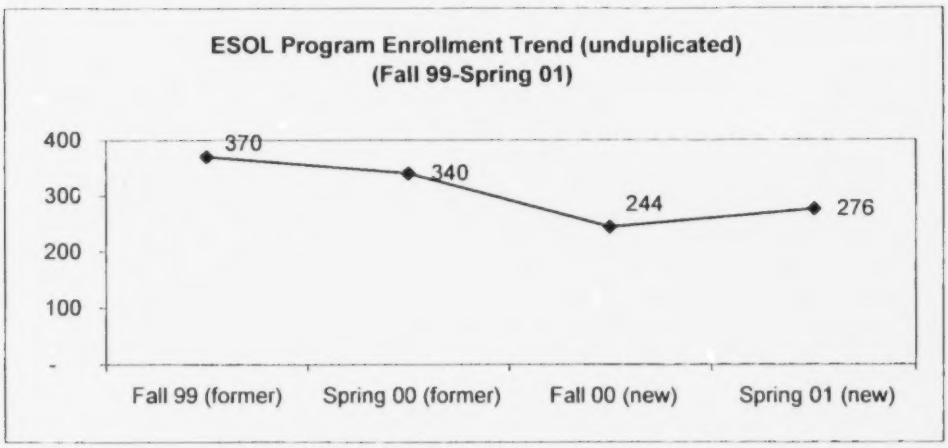
- Successful course completion rate in new Level 19 decreased the most (59.1% in fall 2000 versus 70% in fall 1999) when compared to other level of courses.

- Level 20 had a higher successful course completion rate than the former program (65.8% in fall 2000 versus 53.1% in fall 1999).

- Successful course completion rate in Levels 30 and 40 remained about the same.

- The curriculum changes did not influence demographic distributions of ESOL students.

Impact of the New ESOL Program-City College



ESOL Course Enrollment (duplicated count*)

Course	Fall 99 (former)	Fall 00 (new)	Change		Spring 00 (former)	Spring 01 (new)	Change
Level 19	132	44	-88		113	73	-40
Level 20	90	172	82		94	167	73
Level 30	101	153	52		91	147	56
Level 40	82	73	-9		93	64	-29
Total	**405**	**442**	**37**		**391**	**451**	**60**

** Students who took more than one course were counted more than once.*

Number of ESOL Challenge Tests

Challenge Test	Fall 99 (former)	Fall 00 (new)	Change		Spring 00 (former)	Spring 01 (new)	Change
# of Challenges Approved	4	38	34		11	25	14
# of Challenges Denied	1	14	13		3	6	3
Total # of Challenge Tests	**5**	**52**	**47**		**14**	**31**	**17**

FALL COMPARISON: GRADES

Grades by Course Level-Fall 99 (Former ESOL Program)

Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	6	4.5%	2	2.2%	7	6.9%	1	1.2%	16
B	19	14.4%	9	10.0%	15	14.9%	10	12.2%	53
C	24	18.2%	23	25.6%	30	29.7%	16	19.5%	93
CR	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-
D	12	9.1%	22	24.4%	15	14.9%	16	19.5%	65
F	9	6.8%	8	8.9%	2	2.0%	4	4.9%	23
NC	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-
I	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-
NA	15	11.4%	3	3.3%	8	7.9%	10	12.2%	36
DRP	12	9.1%	7	7.8%	11	10.9%	10	12.2%	40
W	35	26.5%	16	17.8%	13	12.9%	15	18.3%	79
Total	**132**	**100.0%**	**90**	**100.0%**	**101**	**100.0%**	**82**	**100.0%**	**405**
Successful*	**49**	**70.0%**	**34**	**53.1%**	**52**	**75.4%**	**27**	**57.4%**	**162**
Unsuccessful*	**21**	**30.0%**	**30**	**46.9%**	**17**	**24.6%**	**20**	**42.6%**	**88**
Drop/Withdraw*	**62**	**47.0%**	**26**	**28.9%**	**32**	**31.7%**	**35**	**42.7%**	**155**

Grades by Course Level-Fall 00 (New ESOL Program)

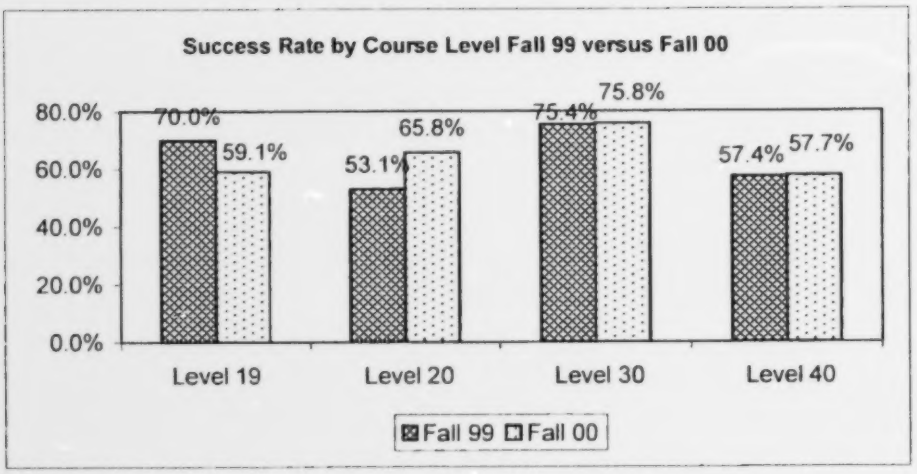
Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	1	2.3%	7	4.1%	16	10.5%	4	5.5%	28
B	4	9.1%	33	19.2%	27	17.6%	11	15.1%	75
C	8	18.2%	35	20.3%	32	20.9%	15	20.5%	90
D	7	15.9%	28	16.3%	19	12.4%	20	27.4%	74
F	2	4.5%	11	6.4%	5	3.3%	2	2.7%	20
I	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-
NA	1	2.3%	11	6.4%	27	17.6%	11	15.1%	50
DRP	16	36.4%	27	15.7%	16	10.5%	6	8.2%	65
W	5	11.4%	20	11.6%	11	7.2%	4	5.5%	40
Total	**44**	**100.0%**	**172**	**100.0%**	**153**	**100.0%**	**73**	**100.0%**	**442**
Successful*	**13**	**59.1%**	**75**	**65.8%**	**75**	**75.8%**	**30**	**57.7%**	**193**
Unsuccessful*	**9**	**40.9%**	**39**	**34.2%**	**24**	**24.2%**	**22**	**42.3%**	**94**
Drop/Withdraw*	**22**	**50.0%**	**58**	**33.7%**	**54**	**35.3%**	**21**	**28.8%**	**155**

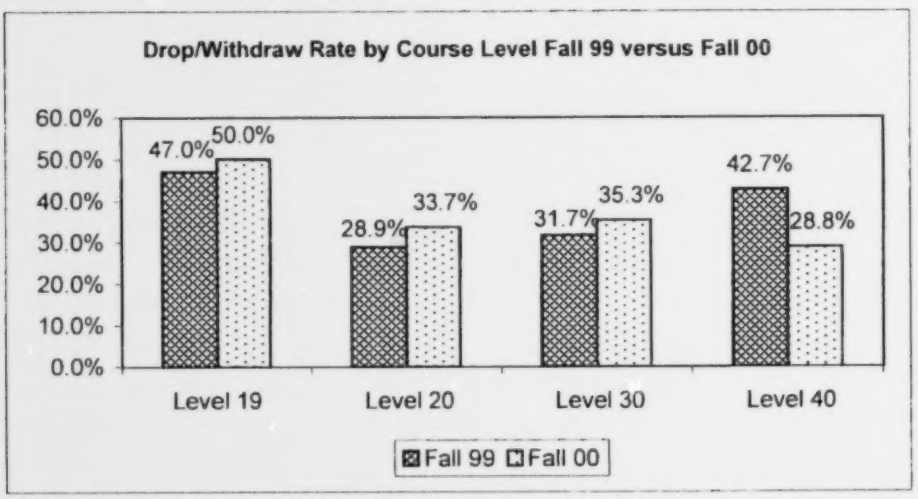
Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

**See formulas on page 3 used to calculate the rates*


Success Rate by Course Level Fall 99 versus Fall 00
80.0%
60.0%
40.0%
20.0%
0.0%
70.0%
59.1%
53.1%
65.8%
75.4%
75.8%
57.4%
57.7%
Level 19
Level 20
Level 30
Level 40
Fall 99
Fall 00


Drop/Withdraw Rate by Course Level Fall 99 versus Fall 00
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
47.0%
50.0%
28.9%
33.7%
31.7%
35.3%
42.7%
28.8%
Level 19
Level 20
Level 30
Level 40
Fall 99
Fall 00

SPRING COMPARISON: GRADES

Grades by Course Level-Spring 00 (Former ESOL Program)

Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	5	4.4%	4	4.3%	7	7.7%	1	1.1%	17
B	14	12.4%	16	17.0%	19	20.9%	14	15.4%	63
C	18	15.9%	26	27.7%	10	11.0%	21	23.1%	75
CR	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-
D	8	7.1%	12	12.8%	16	17.6%	6	6.6%	30
F	9	8.0%	8	8.5%	6	6.6%	-	0.0%	-
NC	-	0.0%	-	0.0%	-	0.0%	-	0.0%	1
I	1	0.9%	-	0.0%	-	0.0%	-	0.0%	-
NA	20	17.7%	11	11.7%	23	25.3%	23	25.3%	69
DRP	19	16.8%	9	9.6%	6	6.6%	6	6.6%	41
W	19	16.8%	8	8.5%	4	4.4%	4	4.4%	39
Total	**113**	**100.0%**	**94**	**100.0%**	**91**	**100.0%**	**91**	**100.0%**	**391**
Successful*	**37**	**67.3%**	**46**	**69.7%**	**36**	**62.1%**	**36**	**85.7%**	**155**
Unsuccessful*	**18**	**32.7%**	**20**	**30.3%**	**22**	**37.9%**	**6**	**14.3%**	**31**
Drop/Withdraw*	**58**	**51.3%**	**28**	**29.8%**	**33**	**36.3%**	**33**	**36.3%**	**149**

Grades by Course Level-Spring 01(New ESOL Program)

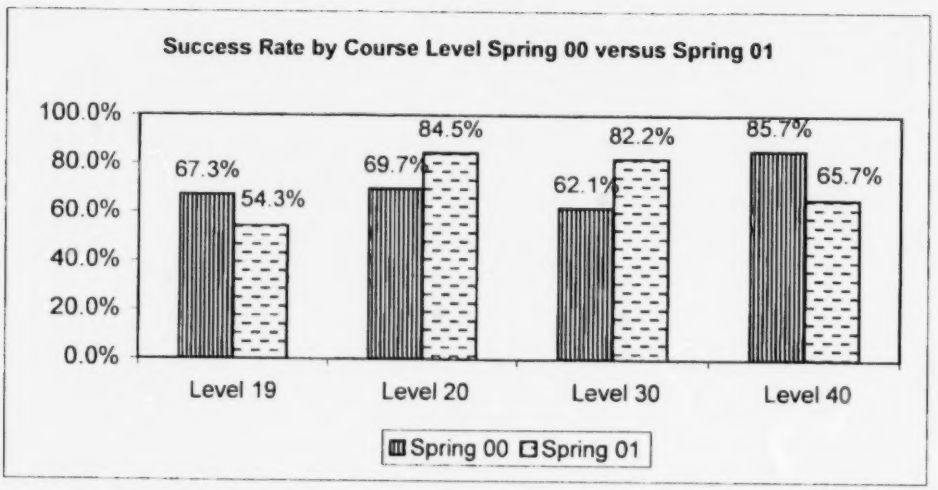
Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	6	8.2%	31	18.6%	23	15.6%	3	4.7%	63
B	11	15.1%	24	14.4%	40	27.2%	10	15.6%	85
C	8	11.0%	38	22.8%	25	17.0%	10	15.6%	81
D	10	13.7%	12	7.2%	12	8.2%	12	18.8%	46
F	11	15.1%	5	3.0%	7	4.8%	-	0.0%	23
I	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-
NA	11	15.1%	18	10.8%	16	10.9%	18	28.1%	63
DRP	7	9.6%	21	12.6%	12	8.2%	4	6.3%	44
W	9	12.3%	18	10.8%	12	8.2%	7	10.9%	46
Total	**73**	**100.0%**	**167**	**100.0%**	**147**	**100.0%**	**64**	**100.0%**	**451**
Successful*	**25**	**54.3%**	**93**	**84.5%**	**88**	**82.2%**	**23**	**65.7%**	**229**
Unsuccessful*	**21**	**45.7%**	**17**	**15.5%**	**19**	**17.8%**	**12**	**34.3%**	**69**
Drop/Withdraw*	**27**	**37.0%**	**57**	**34.1%**	**40**	**27.2%**	**29**	**45.3%**	**153**

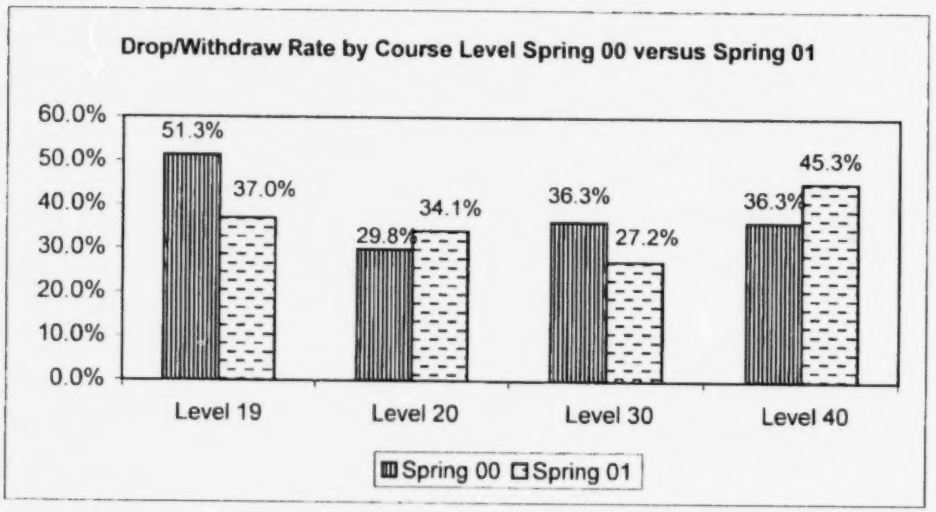
Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

**See formulas on page 3 used to calculate the rates*


Success Rate by Course Level Spring 00 versus Spring 01
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
67.3%
54.3%
69.7%
84.5%
62.1%
82.2%
85.7%
65.7%
Level 19
Level 20
Level 30
Level 40
Spring 00
Spring 01


Drop/Withdraw Rate by Course Level Spring 00 versus Spring 01
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
51.3%
37.0%
29.8%
34.1%
36.3%
27.2%
36.3%
45.3%
Level 19
Level 20
Level 30
Level 40
Spring 00
Spring 01

City College Demographic Characteristics of ESOL Students

	Fall 99 (former)		Fall 00 (new)		Spring 00 (former)		Spring 01 (new)	
Gender	#	%	#	%	#	%	#	%
Female	219	59.2%	138	56.6%	201	59.1%	163	59.1%
Male	150	40.5%	105	43.0%	139	40.9%	113	40.9%
Unknown	1	0.3%	1	0.4%	-	0.0%	-	0.0%
Total	**370**	**100.0%**	**244**	**100.0%**	**340**	**100.0%**	**276**	**100.0%**
Ethnicity								
American Indian	1	0.3%	-	0.0%	-	0.0%	-	0.0%
Asian	92	24.9%	65	26.6%	85	25.0%	70	25.4%
African American	50	13.5%	30	12.3%	50	14.7%	23	8.3%
White	26	7.0%	27	11.1%	34	10.0%	35	12.7%
Hispanic	142	38.4%	86	35.2%	118	34.7%	108	39.1%
Filipino	2	0.5%	2	0.8%	3	0.9%	5	1.8%
Other	53	14.3%	33	13.5%	50	14.7%	34	12.3%
Unknown	4	1.1%	1	0.4%	-	0.0%	1	0.4%
Total	**370**	**100.0%**	**244**	**100.0%**	**340**	**100.0%**	**276**	**100.0%**
Age								
17 or under	5	1.4%	4	1.6%	5	1.5%	-	0.0%
18	20	5.4%	10	4.1%	20	5.9%	12	4.3%
19	24	6.5%	20	8.2%	21	6.2%	18	6.5%
20	21	5.7%	9	3.7%	27	7.9%	15	5.4%
21	30	8.1%	16	6.6%	11	3.2%	15	5.4%
22	19	5.1%	10	4.1%	20	5.9%	7	2.5%
23	7	1.9%	9	3.7%	10	2.9%	11	4.0%
24	18	4.9%	7	2.9%	14	4.1%	5	1.8%
25-29	65	17.6%	35	14.3%	51	15.0%	38	13.8%
30-34	36	9.7%	28	11.5%	45	13.2%	38	13.8%
35-39	40	10.8%	20	8.2%	31	9.1%	30	10.9%
40-49	45	12.2%	38	15.6%	47	13.8%	44	15.9%
50 or over	40	10.8%	38	15.6%	38	11.2%	43	15.6%
Total	**370**	**100.0%**	**244**	**100.0%**	**340**	**100.0%**	**276**	**100.0%**

City College Demographic Characteristics of ESOL Students

	Fall 99 (former)		Fall 00 (new)		Spring 00 (former)		Spring 01 (new)	
Citizenship	#	%	#	%	#	%	#	%
US Citizen	66	17.8%	53	21.7%	60	17.6%	75	27.2%
Immigrant	220	59.5%	142	58.2%	191	56.2%	143	51.8%
Refugee/Asylee	55	14.9%	32	13.1%	56	16.5%	28	10.1%
Student Visa	1	0.3%	1	0.4%	1	0.3%	2	0.7%
Other Visa	20	5.4%	11	4.5%	20	5.9%	20	7.2%
Temporary Resident	7	1.9%	4	1.6%	12	3.5%	8	2.9%
Unknown	1	0.3%	1	0.4%	-	0.0%	-	0.0%
Total	**370**	**100.0%**	**244**	**100.0%**	**340**	**100.0%**	**276**	**100.0%**
Educational Objective								
Obtain BA After AA	91	24.6%	52	21.3%	79	23.2%	56	20.3%
Obtain BA Without AA	16	4.3%	12	4.9%	15	4.4%	11	4.0%
Obtain AA without Transfer	27	7.3%	16	6.6%	24	7.1%	21	7.6%
Obtain 2 Yr Voc Degree without Transfer	12	3.2%	9	3.7%	17	5.0%	11	4.0%
Earn Voc Cert without Transfer	3	0.8%	2	0.8%	5	1.5%	4	1.4%
Discover Career Interests	7	1.9%	10	4.1%	10	2.9%	6	2.2%
Prepare for New Career	27	7.3%	16	6.6%	29	8.5%	23	8.3%
Advance in Current Job/Career	12	3.2%	10	4.1%	11	3.2%	9	3.3%
Maintain Certificate/License	6	1.6%	3	1.2%	7	2.1%	5	1.8%
Educational Development	5	1.4%	3	1.2%	4	1.2%	3	1.1%
Improve Basic Skills	57	15.4%	46	18.9%	61	17.9%	55	19.9%
Complete Credits for HS Diploma/GED	4	1.1%	3	1.2%	4	1.2%	5	1.8%
Undecided	94	25.4%	51	20.9%	66	19.4%	57	20.7%
Unknown	9	2.4%	11	4.5%	8	2.4%	10	3.6%
Total	**370**	**100.0%**	**244**	**100.0%**	**340**	**100.0%**	**276**	**100.0%**

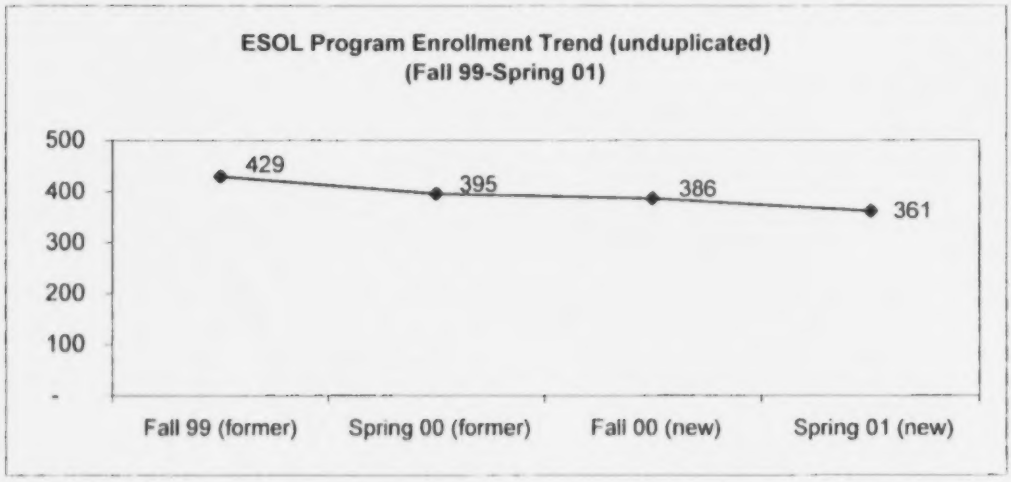
The Impact of the New ESOL Program

Mesa College

Summary of Results-Mesa College

- ESOL Program enrollment (unduplicated count) declined after the implementation of the new ESOL curriculum.
- Course enrollment (duplicated count) increased at Levels 20 and 30 of the new program.
- Level 19 had the largest decrease in successful course completion rate (37.3% in fall 2000 versus 61.9% in fall 1999).
- Level 19 had the largest increase in drop/withdraw rate (40% in fall 2000 versus 28.2% in fall 1999).
- Levels 20 and 30 had higher successful course completion rates than the former program.
- The proportion of Asian students in the ESOL Program decreased after the implementation of the new curriculum, especially in fall 2000 (5.5% less than fall 1999).

Impact of the New ESOL Program-Mesa College



ESOL Course Enrollment (duplicated count*)

Course	Fall 99 (former)	Fall 00 (new)	Change		Spring 00 (former)	Spring 01 (new)	Change
Level 19	117	85	-32		87	100	13
Level 20	133	223	90		114	212	98
Level 30	102	219	117		136	230	94
Level 40	130	148	18		139	113	-26
Total	**482**	**675**	**193**		**476**	**655**	**179**

** Students who took more than one course were counted more than once.*

FALL COMPARISON: GRADES

Grades by Course Level-Fall 99 (Former ESOL Program)

Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	15	12.8%	4	3.0%	5	4.9%	7	5.4%	31
B	15	12.8%	14	10.5%	12	11.8%	18	13.8%	59
C	22	18.8%	28	21.1%	23	22.5%	30	23.1%	103
CR	-	0.0%	-	0.0%	-	0.0%	2	1.5%	2
D	28	23.9%	29	21.8%	35	34.3%	34	26.2%	126
F	4	3.4%	9	6.8%	4	3.9%	5	3.8%	22
NC	-	0.0%	-	0.0%	-	0.0%	5	3.8%	5
I	-	0.0%	-	0.0%	-	0.0%	2	1.5%	2
NA	7	6.0%	18	13.5%	8	7.8%	11	8.5%	44
DRP	16	13.7%	20	15.0%	11	10.8%	7	5.4%	54
W	10	8.5%	11	8.3%	4	3.9%	9	6.9%	34
Total	**117**	**100.0%**	**133**	**100.0%**	**102**	**100.0%**	**130**	**100.0%**	**482**
Successful*	**52**	**61.9%**	**46**	**54.8%**	**40**	**50.6%**	**57**	**55.3%**	**195**
Unsuccessful*	**32**	**38.1%**	**38**	**45.2%**	**39**	**49.4%**	**46**	**44.7%**	**155**
Drop/Withdraw*	**33**	**28.2%**	**49**	**36.8%**	**23**	**22.5%**	**27**	**20.8%**	**132**

Grades by Course Level-Fall 00 (New ESOL Program)

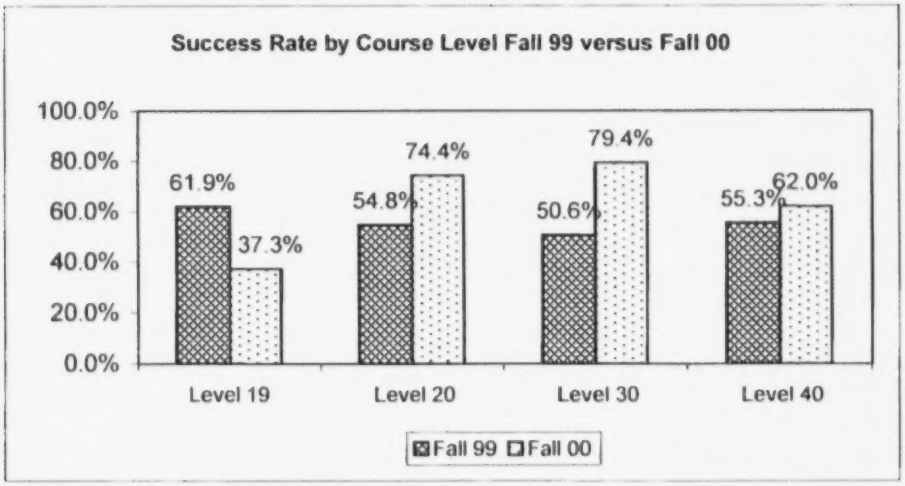
Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	5	5.9%	23	10.3%	41	18.7%	8	5.4%	77
B	7	8.2%	55	24.7%	55	25.1%	16	10.8%	133
C	7	8.2%	38	17.0%	35	16.0%	43	29.1%	123
D	32	37.6%	32	14.3%	18	8.2%	29	19.6%	111
F	-	0.0%	8	3.6%	15	6.8%	10	6.8%	33
I	-	0.0%	-	0.0%	1	0.5%	2	1.4%	3
NA	4	4.7%	29	13.0%	23	10.5%	19	12.8%	75
DRP	21	24.7%	26	11.7%	18	8.2%	16	10.8%	81
W	9	10.6%	12	5.4%	13	5.9%	5	3.4%	39
Total	**85**	**100.0%**	**223**	**100.0%**	**219**	**100.0%**	**148**	**100.0%**	**675**
Successful*	**19**	**37.3%**	**116**	**74.4%**	**131**	**79.4%**	**67**	**62.0%**	**333**
Unsuccessful*	**32**	**62.7%**	**40**	**25.6%**	**34**	**20.6%**	**41**	**38.0%**	**147**
Drop/Withdraw*	**34**	**40.0%**	**67**	**30.0%**	**54**	**24.7%**	**40**	**27.0%**	**195**

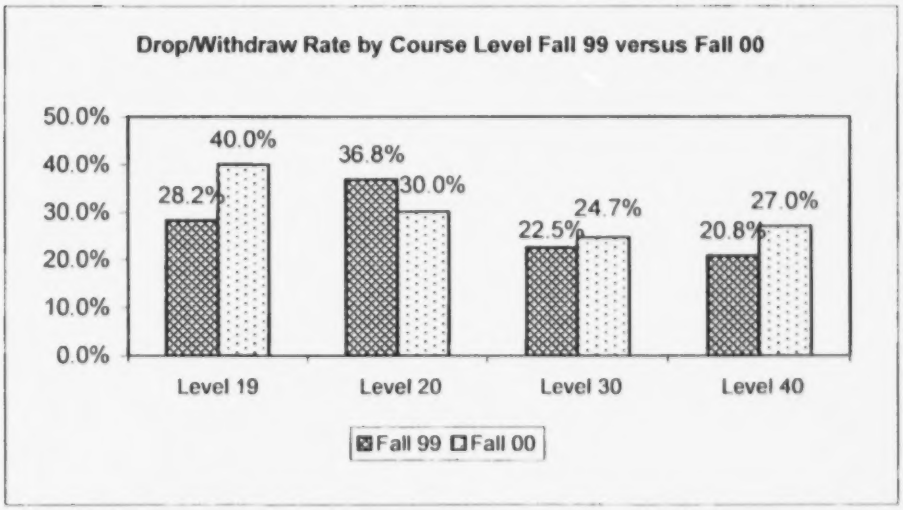
Successful =A, B, C, Credit

Unsuccessful =D, F, I, No-credit

Drop/withdrew=Drop, Withdraw, Never Attended

**See formulas on page 3 used to calculate the rates*


Success Rate by Course Level Fall 99 versus Fall 00
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
61.9%
37.3%
54.8%
74.4%
50.6%
79.4%
55.3%
62.0%
Level 19
Level 20
Level 30
Level 40
Fall 99
Fall 00


Drop/Withdraw Rate by Course Level Fall 99 versus Fall 00
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
28.2%
40.0%
36.8%
30.0%
22.5%
24.7%
20.8%
27.0%
Level 19
Level 20
Level 30
Level 40
Fall 99
Fall 00

SPRING COMPARISON: GRADES

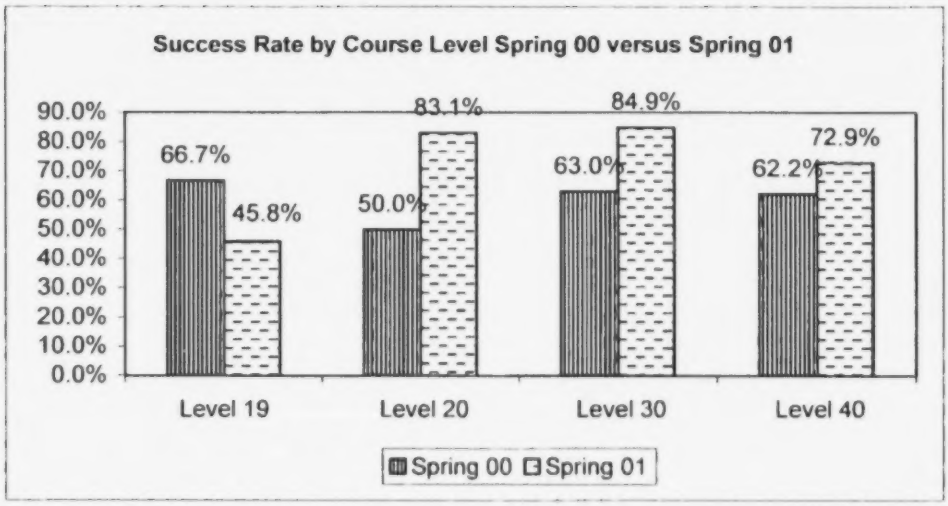
Grades by Course Level-Spring 00 (Former ESOL Program)

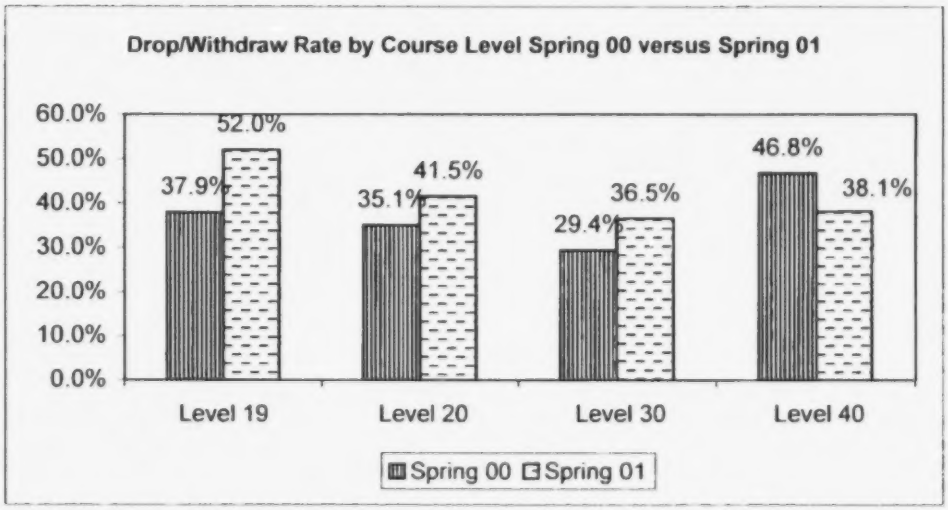
Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	7	8.0%	2	1.8%	4	2.9%	6	4.3%	19
B	6	6.9%	12	10.5%	18	13.2%	9	6.5%	44
C	23	26.4%	22	19.3%	41	30.1%	27	19.4%	113
CR	-	0.0%	1	0.9%	-	0.0%	4	2.9%	5
D	10	11.5%	29	25.4%	29	21.3%	23	16.5%	81
F	8	9.2%	7	6.1%	7	5.1%	4	2.9%	21
NC	-	0.0%	1	0.9%	1	0.7%	1	0.7%	2
I	-	0.0%	-	0.0%	-	0.0%	-	0.0%	1
NA	12	13.8%	11	9.6%	11	8.1%	27	19.4%	75
DRP	13	14.9%	19	16.7%	19	14.0%	23	16.5%	70
W	8	9.2%	10	8.8%	10	7.4%	15	10.8%	44
Total	**87**	**100.0%**	**114**	**100.0%**	**136**	**100.0%**	**139**	**100.0%**	**476**
Successful*	**36**	**66.7%**	**37**	**50.0%**	**63**	**63.0%**	**46**	**62.2%**	**181**
Unsuccessful*	**18**	**33.3%**	**37**	**50.0%**	**37**	**37.0%**	**28**	**37.8%**	**105**
Drop/Withdraw*	**33**	**37.9%**	**40**	**35.1%**	**40**	**29.4%**	**65**	**46.8%**	**189**

Grades by Course Level-Spring 01(New ESOL Program)

Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	1	1.0%	36	17.0%	40	17.4%	7	6.2%	84
B	12	12.0%	38	17.9%	44	19.1%	21	18.6%	115
C	9	9.0%	29	13.7%	40	17.4%	23	20.4%	101
D	21	21.0%	17	8.0%	13	5.7%	19	16.8%	70
F	4	4.0%	4	1.9%	9	3.9%	-	0.0%	17
I	1	1.0%	-	0.0%	-	0.0%	-	0.0%	1
NA	24	24.0%	32	15.1%	47	20.4%	24	21.2%	127
DRP	8	8.0%	40	18.9%	30	13.0%	8	7.1%	86
W	20	20.0%	16	7.5%	7	3.0%	11	9.7%	54
Total	**100**	**100.0%**	**212**	**100.0%**	**230**	**100.0%**	**113**	**100.0%**	**655**
Successful*	**22**	**45.8%**	**103**	**83.1%**	**124**	**84.9%**	**51**	**72.9%**	**300**
Unsuccessful*	**26**	**54.2%**	**21**	**16.9%**	**22**	**15.1%**	**19**	**27.1%**	**88**
Drop/Withdraw*	**52**	**52.0%**	**88**	**41.5%**	**84**	**36.5%**	**43**	**38.1%**	**267**

Successful =A, B, C, Credit
Unsuccessful =D, F, I, No-credit
Drop/withdrew=Drop, Withdraw, Never Attended
**See formulas on page 3 used to calculate the rates*


Success Rate by Course Level Spring 00 versus Spring 01
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
66.7%
45.8%
50.0%
83.1%
63.0%
84.9%
62.2%
72.9%
Level 19
Level 20
Level 30
Level 40
Spring 00
Spring 01


Drop/Withdraw Rate by Course Level Spring 00 versus Spring 01
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
37.9%
52.0%
35.1%
41.5%
29.4%
36.5%
46.8%
38.1%
Level 19
Level 20
Level 30
Level 40
Spring 00
Spring 01

Mesa College Demographic Characteristics of ESOL Students

	Fall 99 (former)		Fall 00 (new)		Spring 00 (former)		Spring 01 (new)	
Gender	#	%	#	%	#	%	#	%
Female	251	58.5%	241	62.4%	246	62.3%	223	61.8%
Male	176	41.0%	145	37.6%	148	37.5%	138	38.2%
Unknown	2	0.5%	-	0.0%	1	0.3%	-	0.0%
Total	**429**	**100.0%**	**386**	**100.0%**	**395**	**100.0%**	**361**	**100.0%**
Ethnicity								
American Indian	-	0.0%	-	0.0%	-	0.0%	-	0.0%
Asian	236	55.0%	192	49.7%	215	54.4%	171	47.4%
African American	9	2.1%	6	1.6%	13	3.3%	7	1.9%
White	70	16.3%	82	21.2%	67	17.0%	81	22.4%
Hispanic	78	18.2%	72	18.7%	63	15.9%	67	18.6%
Filipino	11	2.6%	11	2.8%	9	2.3%	3	0.8%
Other	23	5.4%	23	6.0%	24	6.1%	32	8.9%
Unknown	2	0.5%	-	0.0%	4	1.0%	-	0.0%
Total	**429**	**100.0%**	**386**	**100.0%**	**395**	**100.0%**	**361**	**100.0%**
Age								
17 or under	6	1.4%	3	0.8%	-	0.0%	2	0.6%
18	26	6.1%	18	4.7%	12	3.0%	14	3.9%
19	31	7.2%	25	6.5%	28	7.1%	23	6.4%
20	25	5.8%	26	6.7%	26	6.6%	27	7.5%
21	19	4.4%	23	6.0%	26	6.6%	12	3.3%
22	21	4.9%	17	4.4%	13	3.3%	21	5.8%
23	15	3.5%	16	4.1%	15	3.8%	18	5.0%
24	19	4.4%	17	4.4%	20	5.1%	11	3.0%
25-29	80	18.6%	75	19.4%	71	18.0%	66	18.3%
30-34	56	13.1%	50	13.0%	51	12.9%	40	11.1%
35-39	38	8.9%	32	8.3%	45	11.4%	41	11.4%
40-49	48	11.2%	50	13.0%	49	12.4%	42	11.6%
50 or over	45	10.5%	34	8.8%	39	9.9%	44	12.2%
Total	**429**	**100.0%**	**386**	**100.0%**	**395**	**100.0%**	**361**	**100.0%**

Mesa College Demographic Characteristics of ESOL Students

	Fall 99 (former)		Fall 00 (new)		Spring 00 (former)		Spring 01 (new)	
Citizenship	#	%	#	%	#	%	#	%
US Citizen	85	19.8%	72	18.7%	84	21.3%	-	0.0%
Immigrant	245	57.1%	224	58.0%	222	56.2%	80	22.2%
Refugee/Asylee	49	11.4%	34	8.8%	45	11.4%	210	58.2%
Student Visa	17	4.0%	19	4.9%	6	1.5%	34	9.4%
Other Visa	20	4.7%	27	7.0%	26	6.6%	10	2.8%
Temporary Resident	12	2.8%	9	2.3%	11	2.8%	22	6.1%
Unknown	1	0.2%	1	0.3%	1	0.3%	5	1.4%
Total	**429**	**100.0%**	**386**	**100.0%**	**395**	**100.0%**	**361**	**100.0%**
Educational Objective		0.0%		0.0%		0.0%		0.0%
Obtain BA After AA	121	28.2%	101	26.2%	95	24.1%	104	28.8%
Obtain BA Without AA	35	8.2%	25	6.5%	33	8.4%	26	7.2%
Obtain AA without Transfer	31	7.2%	32	8.3%	26	6.6%	27	7.5%
Obtain 2 Yr Voc Degree without Transfer	11	2.6%	8	2.1%	11	2.8%	4	1.1%
Earn Voc Cert without Transfer	4	0.9%	8	2.1%	3	0.8%	3	0.8%
Discover Career Interests	9	2.1%	12	3.1%	8	2.0%	4	1.1%
Prepare for New Career	28	6.5%	24	6.2%	35	8.9%	28	7.8%
Advance in Current Job/Career	7	1.6%	7	1.8%	7	1.8%	8	2.2%
Maintain Certificate/License	3	0.7%	5	1.3%	4	1.0%	7	1.9%
Educational Development	5	1.2%	8	2.1%	8	2.0%	8	2.2%
Improve Basic Skills	79	18.4%	71	18.4%	60	15.2%	66	18.3%
Complete Credits for HS Diploma/GED	1	0.2%	3	0.8%	3	0.8%	-	0.0%
Undecided	81	18.9%	73	18.9%	86	21.8%	65	18.0%
Unknown	14	3.3%	9	2.3%	16	4.1%	11	3.0%
Total	**429**	**100.0%**	**386**	**100.0%**	**395**	**100.0%**	**361**	**100.0%**

The Impact of the New ESOL Program

Miramar College

Summary of Results-Miramar College

- ESOL Program enrollment (unduplicated count) declined after the implementation of the new ESOL curriculum (fall 2000), however, program enrollment began to increase in spring 2001.

- Course enrollment (duplicated count) increased at new Levels 20 and 30.

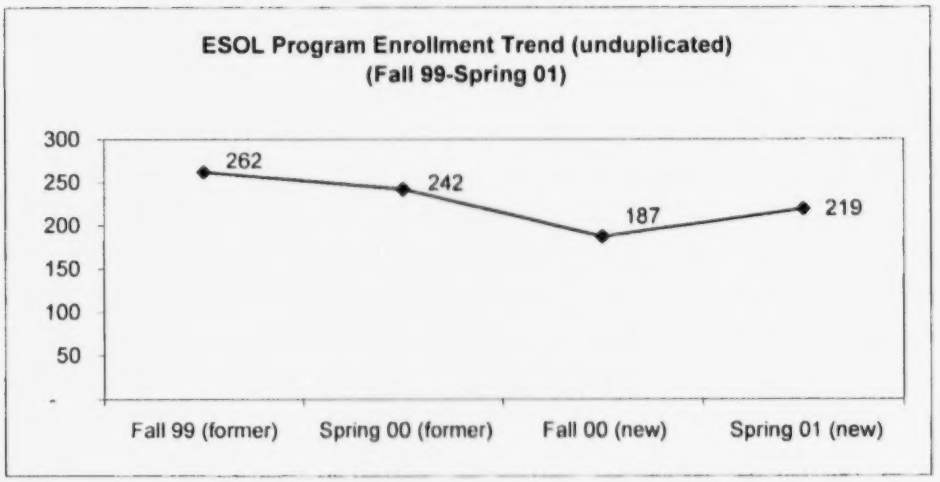
- The successful course completion rate of Level 19 declined from 75.0% in fall 1999 to 55.6% in fall 2000.

- Successful course completion rate in Levels 20 and 40 increased when compared to the same levels in the former program.

- Successful course completion rate in Level 30 remained about the same as the comparable level in the former program (Level 9).

- The curriculum changes did not influence demographic distributions of ESOL students.

Impact of the New ESOL Program-Miramar College



ESOL Course Enrollment (duplicated count*)

Course	Fall 99 (former)	Fall 00 (new)	Change	Spring 00 (former)	Spring 01 (new)	Change
Level 19	83	27	-56	77	30	-47
Level 20	59	108	49	64	134	70
Level 30	73	134	61	61	145	84
Level 40	67	52	-15	68	50	-18
Total	**282**	**321**	**39**	**270**	**359**	**89**

** Students who took more than one course were counted more than once.*

FALL COMPARISON: GRADES

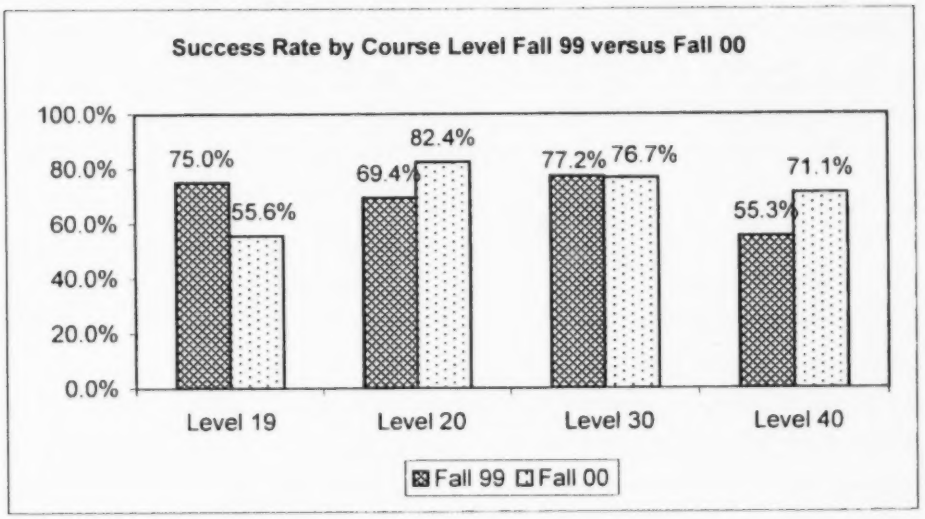
Grades by Course Level-Fall 99 (Former ESOL Program)

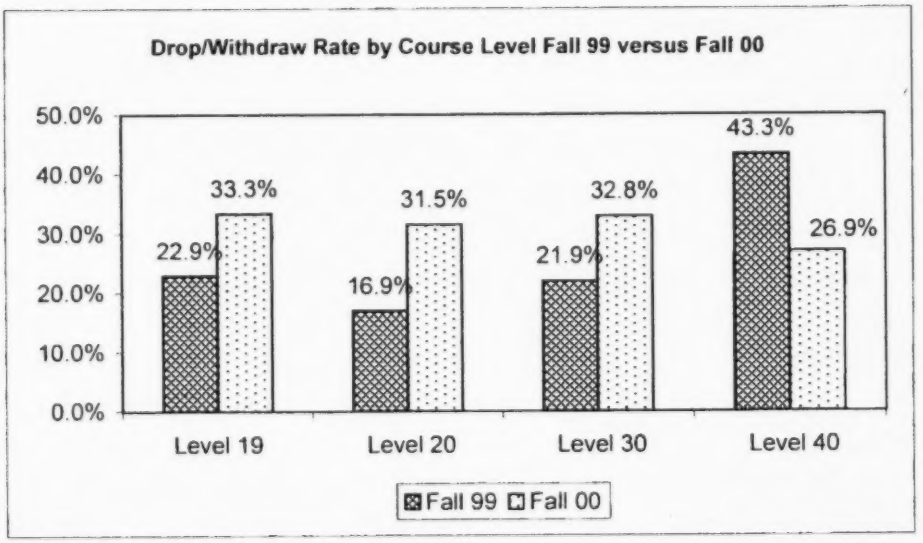
Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	15	18.1%	7	11.9%	5	6.8%	5	7.5%	32
B	19	22.9%	16	27.1%	11	15.1%	5	7.5%	51
C	14	16.9%	11	18.6%	27	37.0%	11	16.4%	63
CR	-	0.0%	-	0.0%	1	1.4%	-	0.0%	1
D	8	9.6%	13	22.0%	9	12.3%	13	19.4%	43
F	7	8.4%	2	3.4%	4	5.5%	2	3.0%	15
NC	1	1.2%	-	0.0%	-	0.0%		0.0%	1
I	-	0.0%	-	0.0%	-	0.0%	2	3.0%	2
NA	1	1.2%	1	1.7%	3	4.1%	5	7.5%	10
DRP	10	12.0%	2	3.4%	7	9.6%	14	20.9%	33
W	8	9.6%	7	11.9%	6	8.2%	10	14.9%	31
Total	**83**	**100.0%**	**59**	**100.0%**	**73**	**100.0%**	**67**	**100.0%**	**282**
Successful*	**48**	**75.0%**	**34**	**69.4%**	**44**	**77.2%**	**21**	**55.3%**	**147**
Unsuccessful*	**16**	**25.0%**	**15**	**30.6%**	**13**	**22.8%**	**17**	**44.7%**	**61**
Drop/Withdraw*	**19**	**22.9%**	**10**	**16.9%**	**16**	**21.9%**	**29**	**43.3%**	**74**

Grades by Course Level-Fall 00 (New ESOL Program)

Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	6	22.2%	18	16.7%	21	15.7%	6	11.5%	51
B	2	7.4%	26	24.1%	21	15.7%	10	19.2%	59
C	2	7.4%	17	15.7%	27	20.1%	11	21.2%	57
D	4	14.8%	4	3.7%	15	11.2%	9	17.3%	32
F	4	14.8%	8	7.4%	5	3.7%	1	1.9%	18
I	-	0.0%	1	0.9%	1	0.7%	1	1.9%	3
NA	-	0.0%	5	4.6%	6	4.5%	6	11.5%	17
DRP	5	18.5%	18	16.7%	26	19.4%	6	11.5%	55
W	4	14.8%	11	10.2%	12	9.0%	2	3.8%	29
Total	**27**	**100.0%**	**108**	**100.0%**	**134**	**100.0%**	**52**	**100.0%**	**321**
Successful*	**10**	**55.6%**	**61**	**82.4%**	**69**	**76.7%**	**27**	**71.1%**	**167**
Unsuccessful*	**8**	**44.4%**	**13**	**17.6%**	**21**	**23.3%**	**11**	**28.9%**	**53**
Drop/Withdraw*	**9**	**33.3%**	**34**	**31.5%**	**44**	**32.8%**	**14**	**26.9%**	**101**

Successful =A, B, C, Credit
Unsuccessful =D, F, I, No-credit
Drop/withdrew=Drop, Withdraw, Never Attended
**See formulas on page 3 used to calculate the rates*


Success Rate by Course Level Fall 99 versus Fall 00
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
75.0%
55.6%
69.4%
82.4%
77.2%
76.7%
55.3%
71.1%
Level 19
Level 20
Level 30
Level 40
Fall 99
Fall 00


Drop/Withdraw Rate by Course Level Fall 99 versus Fall 00
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
22.9%
33.3%
16.9%
31.5%
21.9%
32.8%
43.3%
26.9%
Level 19
Level 20
Level 30
Level 40
Fall 99
Fall 00

SPRING COMPARISON: GRADES

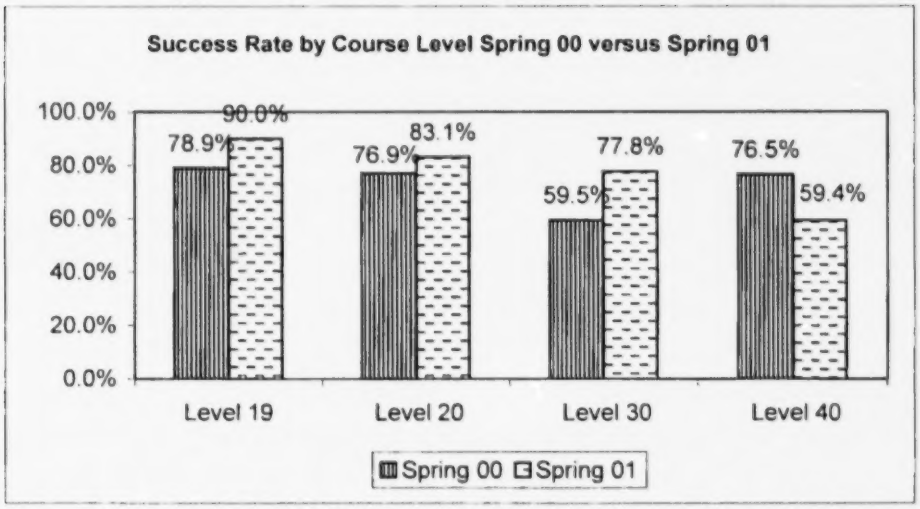
Grades by Course Level-Spring 00 (Former ESOL Program)

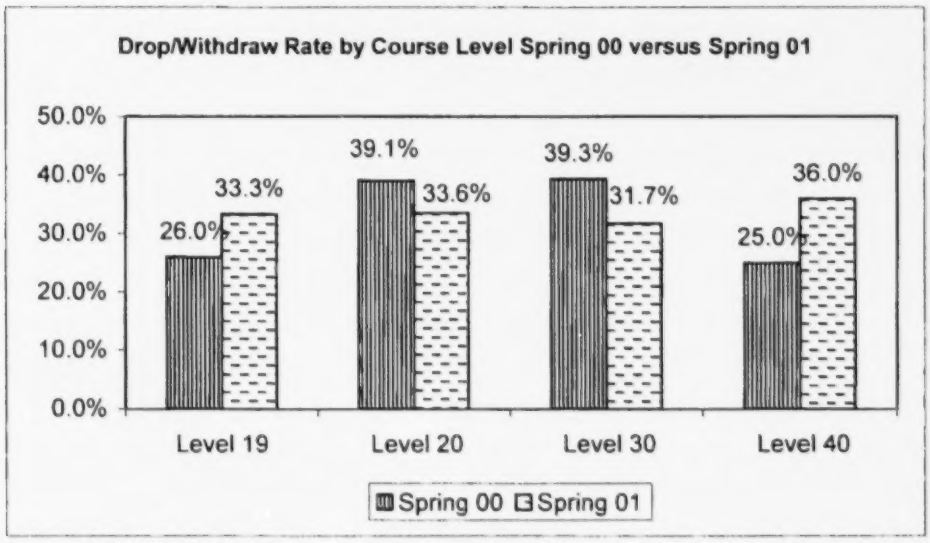
Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	13	16.9%	10	15.6%	5	8.2%	3	4.4%	31
B	20	26.0%	7	10.9%	9	14.8%	15	22.1%	51
C	12	15.6%	13	20.3%	7	11.5%	21	30.9%	53
CR	-	0.0%		0.0%	1	1.6%	-	0.0%	1
D	-	0.0%	4	6.3%	13	21.3%	9	13.2%	26
F	11	14.3%	5	7.8%	-	0.0%	1	1.5%	17
NC	-	0.0%	-	0.0%	2	3.3%	2	2.9%	4
I	1	1.3%	-	0.0%	-	0.0%	-	0.0%	1
NA	6	7.8%	4	6.3%	10	16.4%	5	7.4%	25
DRP	10	13.0%	7	10.9%	10	16.4%	9	13.2%	36
W	4	5.2%	14	21.9%	4	6.6%	3	4.4%	25
Total	**77**	**100.0%**	**64**	**100.0%**	**61**	**100.0%**	**68**	**100.0%**	**270**
Successful*	**45**	**78.9%**	**30**	**76.9%**	**22**	**59.5%**	**39**	**76.5%**	**136**
Unsuccessful*	**12**	**21.1%**	**9**	**23.1%**	**15**	**40.5%**	**12**	**23.5%**	**48**
Drop/Withdraw*	**20**	**26.0%**	**25**	**39.1%**	**24**	**39.3%**	**17**	**25.0%**	**86**

Grades by Course Level-Spring 01 (New ESOL Program)

Grade	Level 19		Level 20		Level 30		Level 40		Total
	#	%	#	%	#	%	#	%	#
A	8	26.7%	23	17.2%	25	17.2%	2	4.0%	58
B	4	13.3%	32	23.9%	29	20.0%	7	14.0%	72
C	6	20.0%	19	14.2%	23	15.9%	10	20.0%	58
D	2	6.7%	8	6.0%	18	12.4%	13	26.0%	41
F	-	0.0%	5	3.7%	4	2.8%	-	0.0%	9
I	-	0.0%	2	1.5%	-	0.0%	-	0.0%	1
NA	2	6.7%	11	8.2%	16	11.0%	8	16.0%	37
DRP	1	3.3%	12	9.0%	18	12.4%	6	12.0%	37
W	7	23.3%	22	16.4%	12	8.3%	4	8.0%	45
Total	**30**	**100.0%**	**134**	**100.0%**	**145**	**100.0%**	**50**	**100.0%**	**359**
Successful*	**18**	**90.0%**	**74**	**83.1%**	**77**	**77.8%**	**19**	**59.4%**	**188**
Unsuccessful*	**2**	**10.0%**	**15**	**16.9%**	**22**	**22.2%**	**13**	**40.6%**	**51**
Drop/Withdraw*	**10**	**33.3%**	**45**	**33.6%**	**46**	**31.7%**	**18**	**36.0%**	**119**

Successful =A, B, C, Credit
Unsuccessful =D, F, I, No-credit
Drop/withdrew=Drop, Withdraw, Never Attended
**See formulas on page 3 used to calculate the rates*


Success Rate by Course Level Spring 00 versus Spring 01
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
78.9%
90.0%
76.9%
83.1%
59.5%
77.8%
76.5%
59.4%
Level 19
Level 20
Level 30
Level 40
Spring 00
Spring 01


Drop/Withdraw Rate by Course Level Spring 00 versus Spring 01
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
26.0%
33.3%
39.1%
33.6%
39.3%
31.7%
25.0%
36.0%
Level 19
Level 20
Level 30
Level 40
Spring 00
Spring 01

Miramar College Demographic Characteristics of ESOL Students

	Fall 99 (former)		Fall 00 (new)		Spring 00 (former)		Spring 01 (new)	
Gender	#	%	#	%	#	%	#	%
Female	167	63.7%	136	72.7%	163	67.4%	161	73.5%
Male	94	35.9%	51	27.3%	79	32.6%	57	26.0%
Unknown	1	0.4%	-	0.0%	-	0.0%	1	0.5%
Total	**262**	**100.0%**	**187**	**100.0%**	**242**	**100.0%**	**219**	**100.0%**
Ethnicity								
American Indian	1	0.4%	-	0.0%	-	0.0%	-	0.0%
Asian	153	58.4%	114	61.0%	137	56.6%	128	58.4%
African American	4	1.5%	2	1.1%	4	1.7%	2	0.9%
White	64	24.4%	35	18.7%	59	24.4%	38	17.4%
Hispanic	17	6.5%	19	10.2%	21	8.7%	27	12.3%
Filipino	14	5.3%	13	7.0%	11	4.5%	11	5.0%
Other	6	2.3%	4	2.1%	9	3.7%	12	5.5%
Unknown	3	1.1%	-	0.0%	1	0.4%	1	0.5%
Total	**262**	**100.0%**	**187**	**100.0%**	**242**	**100.0%**	**219**	**100.0%**
Age								
17 or under	-	0.0%	-	0.0%	1	0.4%	1	0.5%
18	9	3.4%	6	3.2%	5	2.1%	3	1.4%
19	11	4.2%	7	3.7%	5	2.1%	12	5.5%
20	6	2.3%	3	1.6%	4	1.7%	8	3.7%
21	14	5.3%	6	3.2%	11	4.5%	4	1.8%
22	10	3.8%	10	5.3%	10	4.1%	9	4.1%
23	7	2.7%	9	4.8%	12	5.0%	7	3.2%
24	8	3.1%	7	3.7%	5	2.1%	7	3.2%
25-29	43	16.4%	30	16.0%	43	17.8%	34	15.5%
30-34	51	19.5%	28	15.0%	44	18.2%	45	20.5%
35-39	31	11.8%	25	13.4%	33	13.6%	30	13.7%
40-49	43	16.4%	40	21.4%	42	17.4%	44	20.1%
50 or over	29	11.1%	16	8.6%	27	11.2%	15	6.8%
Total	**262**	**100.0%**	**187**	**100.0%**	**242**	**100.0%**	**219**	**100.0%**

Miramar College Demographic Characteristics of ESOL Students

	Fall 99 (former)		Fall 00 (new)		Spring 00 (former)		Spring 01 (new)	
Citizenship	#	%	#	%	#	%	#	%
US Citizen	64	24.4%	43	23.0%	57	23.6%	55	25.1%
Immigrant	153	58.4%	102	54.5%	138	57.0%	122	55.7%
Refugee/Asylee	20	7.6%	14	7.5%	17	7.0%	14	6.4%
Student Visa	2	0.8%	2	1.1%	1	0.4%	1	0.5%
Other Visa	9	3.4%	17	9.1%	19	7.9%	19	8.7%
Temporary Resident	13	5.0%	9	4.8%	10	4.1%	7	3.2%
Unknown	1	0.4%	-	0.0%		0.0%	1	0.5%
Total	**262**	**100.0%**	**187**	**100.0%**	**242**	**100.0%**	**219**	**100.0%**
Educational Objective								
Obtain BA After AA	58	22.1%	43	23.0%	52	21.5%	46	21.0%
Obtain BA Without AA	11	4.2%	7	3.7%	8	3.3%	11	5.0%
Obtain AA without Transfer	22	8.4%	11	5.9%	17	7.0%	8	3.7%
Obtain 2 Yr Voc Degree without Transfer	3	1.1%	1	0.5%	2	0.8%	2	0.9%
Earn Voc Cert without Transfer	3	1.1%	4	2.1%	2	0.8%	4	1.8%
Discover Career Interests	5	1.9%	1	0.5%	3	1.2%	4	1.8%
Prepare for New Career	26	9.9%	24	12.8%	31	12.8%	25	11.4%
Advance in Current Job/Career	13	5.0%	12	6.4%	10	4.1%	11	5.0%
Maintain Certificate/License	2	0.8%	3	1.6%	2	0.8%	-	0.0%
Educational Development	4	1.5%	3	1.6%	5	2.1%	9	4.1%
Improve Basic Skills	46	17.6%	37	19.8%	46	19.0%	51	23.3%
Complete Credits for HS Diploma/GED	2	0.8%	-	0.0%	2	0.8%	2	0.9%
Undecided	58	22.1%	31	16.6%	50	20.7%	32	14.6%
Unknown	9	3.4%	10	5.3%	12	5.0%	14	6.4%
Total	**262**	**100.0%**	**187**	**100.0%**	**242**	**100.0%**	**219**	**100.0%**

The Impact of the New ESOL Program

Student Survey Results

Summary of Student Survey Results

A survey was administered to all ESOL students (n=859) during the class time in spring 2001 semester. The questionnaires were completed by 466 students, yielding a response rate of 54.2%.

- More than 50% of the respondents at all colleges entered ESOL courses by taking the placement test. Another 30% moved through the sequence.

- Most of the respondents (over 74% districtwide) felt that the placement test put them in the appropriate course.

- The majority of the survey respondents at all colleges felt that the new ESOL Program would help them improve their English skills (88.7% districtwide) and be successful in college-level courses (80.7% districtwide).

- Nearly 70% of the respondents believed that the new program would help them achieve their educational goal more quickly than the former program. A higher proportion of Miramar students (81.5%) felt this way when compared to other colleges.

- A vast majority of the respondents rated listening/speaking (88.6% Districtwide), reading (91.9% districtwide), and writing (97% districtwide) courses as either "very useful" or "useful." However, more students rated writing courses as useful than listening/speaking and reading courses.

- Districtwide, about 64% of the respondents spent less than 10 hours per week, out of class, studying for their ESOL courses.

- Most of the respondents (about 80% districtwide) work part or full-time.

- Districtwide, 44.9% of the respondents indicated that they would like to take ESOL courses in the mornings. Another 37.8% of the students preferred to take courses in the early or late evenings.

- About 37% of the students, Districtwide, indicated "personal improvement" as their primary reason for taking ESOL courses. Another 36% (districtwide) of the students responded that "transfer to a 4-year university/college" is their main reason for enrolling in ESOL courses.

- The percentage of students who had taken non-credit ESOL courses at a Continuing Education Center prior to enrolling in the college ESOL Program was 44% districtwide.

- About 1/3 of the students heard about the ESOL Program from the class schedule. A slightly smaller percentage of students (21% districtwide) heard about the ESOL Program from a friend.

- On average, students had been in the United States for 7 years and completed 12 years of formal education in their birth country or another country.

- Districtwide, 40% of the students indicated high school as their highest level of education attained outside the United States.

- Vietnamese (22.7%) and Spanish (22.3%) were the two most commonly spoken languages among all ESOL students.

ESOL Student Survey Results-by college

1. How did you get into this class?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Took ESOL placement test	254	55.2%	70	50.7%	109	55.6%	75	59.5%
b. Completed all classes at last level	149	32.4%	46	33.3%	67	34.2%	36	28.6%
c. Took challenge tests	10	2.2%	5	3.6%	2	1.0%	3	2.4%
d. Other	47	10.2%	17	12.3%	18	9.2%	12	9.5%
Total	**460**	**100.0%**	**138**	**100.0%**	**196**	**100.0%**	**126**	**100.0%**

2. Do you feel that the placement test put you in the right courses?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Yes	339	74.2%	101	73.2%	138	71.1%	100	80.0%
b. No	71	15.5%	22	15.9%	31	16.0%	18	14.4%
c. Did not take the test	47	10.3%	15	10.9%	25	12.9%	7	5.6%
Total	**457**	**100.0%**	**138**	**100.0%**	**194**	**100.0%**	**125**	**100.0%**

3. Do you feel the new ESOL program will help you improve your English skills?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Yes	410	88.7%	122	88.4%	174	87.4%	114	91.2%
b. No	13	2.8%	6	4.3%	7	3.5%	0	0.0%
c. Don't know	39	8.4%	10	7.2%	18	9.0%	11	8.8%
Total	**462**	**100.0%**	**138**	**100.0%**	**199**	**100.0%**	**125**	**100.0%**

4. Do you feel the new ESOL program will help you to be successful in college-level courses?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Yes	373	80.7%	112	81.2%	150	75.4%	111	88.8%
b. No	13	2.8%	5	3.6%	7	3.5%	1	0.8%
c. Don't know	76	16.5%	21	15.2%	42	21.1%	13	10.4%
Total	**462**	**100.0%**	**138**	**100.0%**	**199**	**100.0%**	**125**	**100.0%**

5. Do you believe that new ESOL program will help you achieve your educational goal more quickly?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Yes	314	69.0%	91	67.4%	122	62.2%	101	81.5%
b. No	44	9.7%	10	7.4%	28	14.3%	6	4.8%
c. Don't know	97	21.3%	34	25.2%	46	23.5%	17	13.7%
Total	**455**	**100.0%**	**135**	**100.0%**	**196**	**100.0%**	**124**	**100.0%**

6. Please rate how useful each type of class is:

a. Listening/Speaking

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
Very useful	214	56.8%	64	64.6%	77	48.1%	73	61.9%
Useful	120	31.8%	26	26.3%	58	36.3%	36	30.5%
Somewhat useful	30	8.0%	6	6.1%	16	10.0%	8	6.8%
Not useful	13	3.4%	3	3.0%	9	5.6%	1	0.8%
Total	**377**	**100.0%**	**99**	**100.0%**	**160**	**100.0%**	**118**	**100.0%**

b. Reading

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
Very useful	231	60.8%	82	75.2%	87	52.4%	62	48.8%
Useful	118	31.1%	24	22.0%	57	34.3%	37	29.1%
Somewhat useful	27	7.1%	3	2.8%	18	10.8%	6	4.7%
Not useful	4	1.1%	0	0.0%	4	2.4%	0	0.0%
Total	**380**	**100.0%**	**109**	**100.0%**	**166**	**100.0%**	**127**	**100.0%**

c. Writing

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
Very useful	319	76.0%	96	80.7%	133	71.5%	90	78.3%
Useful	88	21.0%	18	15.1%	48	25.8%	22	19.1%
Somewhat useful	10	2.4%	4	3.4%	4	2.2%	2	1.7%
Not useful	3	0.7%	1	0.8%	1	0.5%	1	0.9%
Total	**420**	**100.0%**	**119**	**100.0%**	**186**	**100.0%**	**115**	**100.0%**

7. How many hours per week, outside of class, do you study for your ESOL classes?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. 0	17	3.7%	6	4.3%	8	4.1%	3	2.4%
b. 1-10 hours	279	60.5%	86	62.3%	125	63.5%	68	54.0%
c. 11-20 hours	110	23.9%	31	22.5%	46	23.4%	33	26.2%
d. 21-30 hours	39	8.5%	9	6.5%	12	6.1%	18	14.3%
e. 31-40 hours	13	2.8%	4	2.9%	5	2.5%	4	3.2%
f. More than 40 hours	3	0.7%	2	1.4%	1	0.5%	0	0.0%
Total	**461**	**100.0%**	**138**	**100.0%**	**197**	**100.0%**	**126**	**100.0%**

8. If you have a job, how many hours per week do you work?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. 1-10 hours	34	7.9%	12	8.9%	17	9.4%	5	4.3%
b. 11-20 hours	57	13.2%	18	13.3%	33	18.2%	6	5.1%
c. 21-30 hours	70	16.2%	21	15.6%	30	16.6%	19	16.2%
d. 31-40 hours	123	28.4%	43	31.9%	44	24.3%	36	30.8%
e. More than 40 hours	59	13.6%	8	5.9%	29	16.0%	22	18.8%
f. Not applicable	90	20.8%	33	24.4%	28	15.5%	29	24.8%
Total	**433**	**100.0%**	**135**	**100.0%**	**181**	**100.0%**	**117**	**100.0%**

9. When is the best time for you to take classes?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Morning (before 12:00 noon)	208	44.9%	74	53.6%	79	39.9%	55	43.3%
b. Afternoon (12:00 to 5:00 pm)	56	12.1%	9	6.5%	36	18.2%	11	8.7%
c. Early evening (5:00 to 7:00 pm)	93	20.1%	15	10.9%	50	25.3%	28	22.0%
d. Late evening (after 7:00 pm)	82	17.7%	31	22.5%	20	10.1%	31	24.4%
e. No preference	24	5.2%	9	6.5%	13	6.6%	2	1.6%
Total	**463**	**100.0%**	**138**	**100.0%**	**198**	**100.0%**	**127**	**100.0%**

10. Why are you taking ESOL classes at this college?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Personal improvement	173	37.4%	41	29.7%	73	36.9%	59	46.8%
b. Get a certificate	25	5.4%	11	8.0%	7	3.5%	7	5.6%
c. Get an associate degree	73	15.8%	25	18.1%	31	15.7%	17	13.5%
d. Transfer to a 4 year university/college	166	35.9%	55	39.9%	74	37.4%	37	29.4%
e. Other reasons	25	5.4%	6	4.3%	13	6.6%	6	4.8%
Total	**462**	**100.0%**	**138**	**100.0%**	**198**	**100.0%**	**126**	**100.0%**

11. Have you taken any ESOL Continuing Educational (non-credit) courses before enrolling in the college ESOL program?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Yes	202	44.1%	72	52.2%	80	41.0%	50	40.0%
b. No	256	55.9%	66	47.8%	115	59.0%	75	60.0%
Total	**458**	**100.0%**	**138**	**100.0%**	**195**	**100.0%**	**125**	**100.0%**

12. How did you hear about our ESOL program?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. From a friend	96	21.0%	32	23.4%	41	21.0%	23	18.4%
b. Continuing education	69	15.1%	21	15.3%	27	13.8%	21	16.8%
c. Fliers	8	1.8%	3	2.2%	1	0.5%	4	3.2%
d. Class schedule	155	33.9%	47	34.3%	63	32.3%	45	36.0%
e. From a counselor	82	17.9%	17	12.4%	42	21.5%	23	18.4%
f. Other	47	10.3%	17	12.4%	21	10.8%	9	7.2%
Total	**457**	**100.0%**	**137**	**100.0%**	**195**	**100.0%**	**125**	**100.0%**

13. How many years have you been the United States?

	SDCCD	City	Mesa	Miramar
Average	7	8	7	7

14. How many years did you go to school in your birth country/another country?

	SDCCD	City	Mesa	Miramar
Average	12	11	13	13

15. What is the highest level of education you attained outside the United States?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
a. Elementary school or less	29	6.4%	10	7.4%	8	4.2%	11	8.9%
b. Some high school	48	10.7%	20	14.7%	18	9.5%	10	8.1%
c. High school	180	40.0%	59	43.4%	81	42.6%	40	32.3%
d. Some college	85	18.9%	23	16.9%	36	18.9%	26	21.0%
e. Associate degree	28	6.2%	9	6.6%	12	6.3%	7	5.6%
f. Bachelor degree	38	8.4%	6	4.4%	16	8.4%	16	12.9%
g. Some graduate school	10	2.2%	4	2.9%	4	2.1%	2	1.6%
h. Graduate degree	32	7.1%	5	3.7%	15	7.9%	12	9.7%
Total	**450**	**100.0%**	**136**	**100.0%**	**190**	**100.0%**	**124**	**100.0%**

16. What is your first language?

	SDCCD		City		Mesa		Miramar	
Response	#	%	#	%	#	%	#	%
Vietnamese	106	22.7%	22	15.7%	50	25.1%	34	26.8%
Spanish	104	22.3%	52	37.1%	38	19.1%	14	11.0%
Persian languages	43	9.2%	0	0.0%	15	7.5%	28	22.0%
Chinese	34	7.3%	4	2.9%	16	8.0%	14	11.0%
Russian	32	6.9%	11	7.9%	17	8.5%	4	3.1%
Somalian	19	4.1%	15	10.7%	3	1.5%	1	0.8%
Japanese	18	3.9%	3	2.1%	10	5.0%	5	3.9%
Ethiopian languages	15	3.2%	9	6.4%	6	3.0%	0	0.0%
Tagalog	11	2.4%	2	1.4%	1	0.5%	8	6.3%
Arabic	10	2.1%	3	2.1%	6	3.0%	1	0.8%
Korean	10	2.1%	1	0.7%	4	2.0%	5	3.9%
Bulgarian	7	1.5%	3	2.1%	2	1.0%	2	1.6%
French	5	1.1%	0	0.0%	2	1.0%	3	2.4%
English	3	0.6%	1	0.7%	2	1.0%	0	0.0%
Portuguese	3	0.6%	1	0.7%	2	1.0%	0	0.0%
Arabic/French	2	0.4%	1	0.7%	1	0.5%	0	0.0%
Burmese	2	0.4%	0	0.0%	2	1.0%	0	0.0%
Cambodian	2	0.4%	1	0.7%	0	0.0%	1	0.8%
Gujarati	2	0.4%	0	0.0%	1	0.5%	1	0.8%
Hmong	2	0.4%	1	0.7%	1	0.5%	0	0.0%
Kurdish	2	0.4%	0	0.0%	2	1.0%	0	0.0%
Laotiane	2	0.4%	1	0.7%	1	0.5%	0	0.0%
Punjabi	2	0.4%	0	0.0%	0	0.0%	2	1.6%
Thai	2	0.4%	0	0.0%	2	1.0%	0	0.0%
American Sign	1	0.2%	1	0.7%	0	0.0%	0	0.0%
Armenian	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Bengla	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Bosnian/German	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Chinese/Vietnamese	1	0.2%	1	0.7%	0	0.0%	0	0.0%
Chuukes/Micronesia	1	0.2%	1	0.7%	0	0.0%	0	0.0%
English/French	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Fagaloa	1	0.2%	0	0.0%	0	0.0%	1	0.8%
Fatuma	1	0.2%	1	0.7%	0	0.0%	0	0.0%
Georgian	1	0.2%	0	0.0%	1	0.5%	0	0.0%
German	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Hungarian	1	0.2%	0	0.0%	0	0.0%	1	0.8%
Kazakh	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Lebanese	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Polish	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Serbian	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Somalian/Arabic	1	0.2%	1	0.7%	0	0.0%	0	0.0%
Swahili	1	0.2%	1	0.7%	0	0.0%	0	0.0%
Tlingit	1	0.2%	1	0.7%	0	0.0%	0	0.0%
Turkish/Farsi	1	0.2%	0	0.0%	0	0.0%	1	0.8%
Ukrainian	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Yugoslavian	1	0.2%	0	0.0%	1	0.5%	0	0.0%
Not reported	6	1.3%	2	1.4%	3	1.5%	1	0.8%
Total	**466**	**100.0%**	**140**	**100.0%**	**199**	**100.0%**	**127**	**100.0%**

ESOL Student Survey Results-by course level

1. How did you get into this class?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Took ESOL placement test	59	76.6%	71	53.4%	78	55.7%	46	41.8%
b. Completed all classes at last level	3	3.9%	47	35.3%	47	33.6%	52	47.3%
c. Took challenge tests	2	2.6%	3	2.3%	4	2.9%	1	0.9%
d. Other	13	16.9%	12	9.0%	11	7.9%	11	10.0%
Total	**77**	**100.0%**	**133**	**100.0%**	**140**	**100.0%**	**110**	**100.0%**

2. Do you feel that the placement test put you in the right courses?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Yes	65	84.4%	97	72.9%	102	73.9%	75	68.8%
b. No	7	9.1%	25	18.8%	23	16.7%	16	14.7%
c. Did not take the test	5	6.5%	11	8.3%	13	9.4%	18	16.5%
Total	**77**	**100.0%**	**133**	**100.0%**	**138**	**100.0%**	**109**	**100.0%**

3. Do you feel the new ESOL program will help you improve your English skills?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Yes	74	93.7%	119	89.5%	124	89.9%	93	83.0%
b. No	4	5.1%	5	3.8%	3	2.2%	1	0.9%
c. Don't know	1	1.3%	9	6.8%	11	8.0%	18	16.1%
Total	**79**	**100.0%**	**133**	**100.0%**	**138**	**100.0%**	**112**	**100.0%**

4. Do you feel the new ESOL program will help you to be successful in college-level courses?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Yes	59	74.7%	110	83.3%	116	82.9%	88	79.3%
b. No	3	3.8%	4	3.0%	2	1.4%	4	3.6%
c. Don't know	17	21.5%	18	13.6%	22	15.7%	19	17.1%
Total	**79**	**100.0%**	**132**	**100.0%**	**140**	**100.0%**	**111**	**100.0%**

5. Do you believe that new ESOL program will help you achieve your educational goal more quickly?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Yes	54	69.2%	89	66.9%	100	73.5%	71	65.7%
b. No	7	9.0%	15	11.3%	12	8.8%	10	9.3%
c. Don't know	17	21.8%	29	21.8%	24	17.6%	27	25.0%
Total	**78**	**100.0%**	**133**	**100.0%**	**136**	**100.0%**	**108**	**100.0%**

6. Please rate how useful each type of class is:

a. Listening/Speaking

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
Very useful	32	59.3%	67	55.8%	63	52.9%	52	61.9%
Useful	16	29.6%	42	35.0%	41	34.5%	21	25.0%
Somewhat useful	4	7.4%	8	6.7%	11	9.2%	7	8.3%
Not useful	2	3.7%	3	2.5%	4	3.4%	4	4.8%
Total	**54**	**100.0%**	**120**	**100.0%**	**119**	**100.0%**	**84**	**100.0%**

b. Reading

	Level 19		Level 20		Level 30		Level 40	
	#	%	#	%	#	%	#	%
Very useful	33	61.1%	56	50.9%	82	65.1%	60	66.7%
Useful	15	27.8%	42	38.2%	34	27.0%	27	30.0%
Somewhat useful	4	7.4%	10	9.1%	10	7.9%	3	3.3%
Not useful	2	3.7%	2	1.8%	0	0.0%	0	0.0%
Total	**54**	**100.0%**	**110**	**100.0%**	**126**	**100.0%**	**90**	**100.0%**

c. Writing

	Level 19		Level 20		Level 30		Level 40	
	#	%	#	%	#	%	#	%
Very useful	40	65.6%	86	71.7%	110	83.3%	83	77.6%
Useful	20	32.8%	28	23.3%	18	13.6%	22	20.6%
Somewhat useful	1	1.6%	5	4.2%	3	2.3%	1	0.9%
Not useful	0	0.0%	1	0.8%	1	0.8%	1	0.9%
Total	**61**	**100.0%**	**120**	**100.0%**	**132**	**100.0%**	**107**	**100.0%**

7. How many hours per week, outside of class, do you study for your ESOL classes?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. 0	2	2.6%	8	6.0%	4	2.9%	3	2.7%
b. 1-10 hours	55	70.5%	65	48.9%	88	63.3%	71	64.0%
c. 11-20 hours	17	21.8%	32	24.1%	33	23.7%	28	25.2%
d. 21-30 hours	3	3.8%	20	15.0%	9	6.5%	7	6.3%
e. 31-40 hours	1	1.3%	7	5.3%	3	2.2%	2	1.8%
f. More than 40 hours	0	0.0%	1	0.8%	2	1.4%	0	0.0%
Total	**78**	**100.0%**	**133**	**100.0%**	**139**	**100.0%**	**111**	**100.0%**

8. If you have a job, how many hours per week do you work?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. 1-10 hours	6	7.8%	9	7.3%	13	10.0%	6	5.8%
b. 11-20 hours	5	6.5%	15	12.2%	15	11.5%	22	21.4%
c. 21-30 hours	13	16.9%	23	18.7%	23	17.7%	11	10.7%
d. 31-40 hours	24	31.2%	31	25.2%	38	29.2%	30	29.1%
e. More than 40 hours	13	16.9%	21	17.1%	15	11.5%	10	9.7%
f. Not applicable	16	20.8%	24	19.5%	26	20.0%	24	23.3%
Total	**77**	**100.0%**	**123**	**100.0%**	**130**	**100.0%**	**103**	**100.0%**

9. When is the best time for you to take classes?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Morning (before 12:00 noon)	26	33.3%	53	39.6%	76	54.7%	53	47.3%
b. Afternoon (12:00 to 5:00 pm)	9	11.5%	16	11.9%	14	10.1%	17	15.2%
c. Early evening (5:00 to 7:00 pm)	26	33.3%	30	22.4%	20	14.4%	17	15.2%
d. Late evening (after 7:00 pm)	14	17.9%	33	24.6%	20	14.4%	15	13.4%
e. No preference	3	3.8%	2	1.5%	9	6.5%	10	8.9%
Total	**78**	**100.0%**	**134**	**100.0%**	**139**	**100.0%**	**112**	**100.0%**

10. Why are you taking ESOL classes at this college?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Personal improvement	22	27.8%	68	50.4%	51	37.0%	32	29.1%
b. Get a certificate	7	8.9%	10	7.4%	2	1.4%	6	5.5%
c. Get an associate degree	25	31.6%	17	12.6%	14	10.1%	17	15.5%
d. Transfer to a 4 year university/college	19	24.1%	35	25.9%	62	44.9%	50	45.5%
e. Other reasons	6	7.6%	5	3.7%	9	6.5%	5	4.5%
Total	**79**	**100.0%**	**135**	**100.0%**	**138**	**100.0%**	**110**	**100.0%**

11. Have you taken any ESOL Continuing Educational (non-credit) courses before enrolling in the college ESOL program?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Yes	37	47.4%	73	54.5%	57	41.6%	35	32.1%
b. No	41	52.6%	61	45.5%	80	58.4%	74	67.9%
Total	**78**	**100.0%**	**134**	**100.0%**	**137**	**100.0%**	**109**	**100.0%**

12. How did you hear about our ESOL program?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. From a friend	19	24.1%	37	28.0%	23	16.7%	17	15.7%
b. Continuing education	17	21.5%	16	12.1%	20	14.5%	16	14.8%
c. Fliers	0	0.0%	3	2.3%	4	2.9%	1	0.9%
d. Class schedule	21	26.6%	50	37.9%	49	35.5%	35	32.4%
e. From a counselor	13	16.5%	13	9.8%	30	21.7%	26	24.1%
f. Other	9	11.4%	13	9.8%	12	8.7%	13	12.0%
Total	**79**	**100.0%**	**132**	**100.0%**	**138**	**100.0%**	**108**	**100.0%**

13. How many years have you been the United States?

	Level 19	Level 20	Level 30	Level 40
Average	7	8	7	8

14. How many years did you go to school in your birth country/another country?

	Level 19	Level 20	Level 30	Level 40
Average	13	13	12	12

15. What is the highest level of education you attained outside the United States?

	Level 19		Level 20		Level 30		Level 40	
Response	#	%	#	%	#	%	#	%
a. Elementary school or less	3	3.8%	5	3.8%	12	8.8%	9	8.5%
b. Some high school	14	17.9%	9	6.9%	13	9.6%	12	11.3%
c. High school	34	43.6%	63	48.5%	41	30.1%	42	39.6%
d. Some college	11	14.1%	21	16.2%	33	24.3%	20	18.9%
e. Associate degree	4	5.1%	5	3.8%	11	8.1%	8	7.5%
f. Bachelor degree	3	3.8%	15	11.5%	12	8.8%	8	7.5%
g. Some graduate school	1	1.3%	5	3.8%	4	2.9%	0	0.0%
h. Graduate degree	8	10.3%	7	5.4%	10	7.4%	7	6.6%
Total	**78**	**100.0%**	**130**	**100.0%**	**136**	**100.0%**	**106**	**100.0%**

16. What is your first language?

	Level 19		Level 20		Level 30		Level 40	
	#	%	#	%	#	%	#	%
Vietnamese	20	25.3%	34	25.2%	25	17.9%	27	24.1%
Spanish	17	21.5%	25	18.5%	32	22.9%	30	26.8%
Russian	7	8.9%	10	7.4%	12	8.6%	3	2.7%
Arabic	5	6.3%	3	2.2%	1	0.7%	1	0.9%
Chinese	5	6.3%	12	8.9%	11	7.9%	6	5.4%
Persian languages	5	6.3%	17	12.6%	13	9.3%	8	7.1%
Somalian	4	5.1%	7	5.2%	5	3.6%	3	2.7%
Bulgarian	3	3.8%	2	1.5%	2	1.4%	0	0.0%
Ethiopian languages	3	3.8%	2	1.5%	4	2.9%	6	5.4%
Korean	3	3.8%	3	2.2%	4	2.9%	0	0.0%
American Sign	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Armenian	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Chuukes/Micronesia	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Hmong	1	1.3%	1	0.7%	0	0.0%	0	0.0%
Portuguese	1	1.3%	0	0.0%	1	0.7%	1	0.9%
Tagalog	1	1.3%	2	1.5%	6	4.3%	2	1.8%
Tlingit	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Arabic/French	0	0.0%	1	0.7%	1	0.7%	0	0.0%
Bengla	0	0.0%	1	0.7%	0	0.0%	0	0.0%
Bosnian/German	0	0.0%	0	0.0%	0	0.0%	1	0.9%
Burmese	0	0.0%	0	0.0%	1	0.7%	1	0.9%
Cambodian	0	0.0%	0	0.0%	0	0.0%	2	1.8%
Chinese/Vietnamese	0	0.0%	1	0.7%	0	0.0%	0	0.0%
English	0	0.0%	2	1.5%	1	0.7%	0	0.0%
English/French	0	0.0%	0	0.0%	0	0.0%	1	0.9%
Fagaloa	0	0.0%	0	0.0%	1	0.7%	0	0.0%
Fatuma	0	0.0%	0	0.0%	0	0.0%	1	0.9%
French	0	0.0%	0	0.0%	3	2.1%	2	1.8%
Georgian	0	0.0%	0	0.0%	1	0.7%	0	0.0%
German	0	0.0%	0	0.0%	0	0.0%	1	0.9%
Gujarati	0	0.0%	2	1.5%	0	0.0%	0	0.0%
Hungarian	0	0.0%	1	0.7%	0	0.0%	0	0.0%
Japanese	0	0.0%	3	2.2%	5	3.6%	10	8.9%
Kazakh	0	0.0%	1	0.7%	0	0.0%	0	0.0%
Kurdish	0	0.0%	1	0.7%	0	0.0%	1	0.9%
Laotiane	0	0.0%	0	0.0%	2	1.4%	0	0.0%
Lebanese	0	0.0%	1	0.7%	0	0.0%	0	0.0%
Polish	0	0.0%	1	0.7%	0	0.0%	0	0.0%
Punjabi	0	0.0%	0	0.0%	2	1.4%	0	0.0%
Serbian	0	0.0%	0	0.0%	1	0.7%	0	0.0%
Somalian/Arabic	0	0.0%	1	0.7%	0	0.0%	0	0.0%
Swahili	0	0.0%	0	0.0%	1	0.7%	0	0.0%
Thai	0	0.0%	0	0.0%	1	0.7%	1	0.9%
Turkish/Farsi	0	0.0%	0	0.0%	0	0.0%	1	0.9%
Ukrainian	0	0.0%	1	0.7%	0	0.0%	0	0.0%
Yugoslavian	0	0.0%	0	0.0%	1	0.7%	0	0.0%
Not reported	0	0.0%	0	0.0%	3	2.1%	3	2.7%
Total	**79**	**100.0%**	**135**	**100.0%**	**140**	**100.0%**	**112**	**100.0%**

ESOL SURVEY COMMENTS – CITY (Un-edited)

- There are some levels in the class. That is not fair to the teacher.
- I would like to say thank you to this program. It really helped improve my skills. Thank you so much.
- I'm looking forward to taking more ESOL class.
- My comment is: a very successful to improve my English. I hope to continuous my English class. I prepared how to develop my education. To improve how to communicate the people. And to get a better job. To evaluate my self-esteem.
- I'm very glad about this class ESOL 19 because I think that is very good. Also is important to mention that the teacher XXXX is an excellent teacher. She always helps us, explain and she is a sweet person. Congratulation City because you have a person like her!
- I think that ESOL program is very important to all new people how do not speak English for different countries.
- I am so lucky that XXXX was ESOL teacher because I learn very much English and her class. She always put attention to each student. I like San Diego City College and I hope that one day I get an Associate degree.
- I think ESOL program is very successful, and I hope it will help me for my goal. Of course this program is nothing without an alive person – our teacher – XXXX.
- I feel more comfortable. After I learned a new language and I understood lesson at this class. The teacher taught me about how to writing, reading and listening. I thank your help.
- My placement test was not correct. Level 20 was too difficult, and I entered ESOL-19.
- My instructor is very helpful for me. She took time to explained things that I need to know. XXXX is very nice and I am proud. Hopefully she will have a good student for next semester. I thank her.
- I just want to know why they change ESL 6 to ESOL 19? I am not happy about the change, because I already completed level 6. And now I'm in level 19. It seem like I'm still in the same class. You should know that I'm wasting a lot of time and money for this class!
- Actually I like too much this class because I think for myself. I get very interested in studying English to write and reading. My real language is Arabic. So that before this class I don't knew to writing or reading. If it is this class possible I like to study more English. This is my duty.
- The ESOL placement test is unfair.
- I could see my own improvement during the 3 months of classes. I see my self going up the stairway. Thank you to the dedication of the teachers. "But I still more help or maybe more dedication of me on grammar.
- We need ESL classes at night in the summer.

Note: Names and references to individuals have been deleted and replaced with "XXXX"

ESOL SURVEY COMMENTS – CITY (Un-edited)

- I have seen improvement on each students who take ESOL class. But the time for reading classes is too short so if you are able to arrange this I will be glade. Thank you for the opportunity you give us to describe our feelings.
- Thank you that for all counselors that they ask all opinions.
- We need more reading, speaking & writing classes.
- My thought is about my teacher, Mrs. XXXX is wonderful, great! She is very good teacher I have ever had during my English classes. Her teaching was very technical and her method was very excellent!
- Going to City College helps me to survive.
- I appreciate the Course 31 ESOL.
- Please continue offering ESOL classes in the morning. Thank you.
  I think the best time for the class is 7:00 – 10:00 A.M. because this permits students have more options in their schedule.
- No comment. Because everything is fine for me.
- ESL shouldn't be a grader it should be class to help the students to go-on in the education. Some students get upset because you have to throw the same as English 51. A lot of students from second language got panic going through this class.
- I wish ESOL 40 was offered at 5:30 pm

Note: Names and references to individuals have been deleted and replaced with "XXXX"

ESOL SURVEY COMMENTS – Mesa (Un-edited)

- I think people's who give the grade or point to students. They should do be careful because they were unfair to students. Some students they wrote very good but they still fail class. I hope people should check be careful when people give a point.
- It is a good teacher for me. I like this is ESOL 19 class and teacher.
- It is a good ESOL but depend what kind teacher taught the student. Mostly they like the morning better, please make it in morning too. Thank you.
- Only one writing test to pass the semester. Its NOT a good idea – please think about it!!
- It isn't fair that one writing test will fall you from your class.
- I think my teacher is a good teacher, Mesa College is a good school.
- It's a good class and it help me to know more about writing and grammar. I had a good teacher and I learned.
- My main comment is that the grading system used for this is very questionable. Counting just the final writing and ignoring all the in class tests during the semester turned this class into a hit or mess shot. I think we deserved better for all our effort.
- Thank you for everything
- I would like to learn more English language
- I like this class because I learned a lot the teacher was really good
- They should have a morning class
- I think that we need more writing practice than reading and listening to improve our writing and pass the writing test in the future.
- I would like to finish the ESOL as soon as possible. I think Levels 20-21-22-30-31-32-31 are taking to much time.
- English is not my native language, but I try to learn to be better. It's very necessary to get the Associate degree. The ? is still a ? way, but I never give it up. It's my wish – the knowledge of human kind is very small. We must learn.
- I think they make too many units for ESOL classes which is 12 unit because it will take two years two complete 19-40 level.
- ESOL program is very helpful program.
- Having 3 classes is too much pressure but we learn more. In my opinion I wanted to take 3 classes at the same time because a want to finish quickly.
- This program is very hard to follow the class, too much home work, that we don't have time
- Thank you
- We need ESOL classes on vacation time to move up faster (evening) please.
- The English classes helped me a lot. Now I can speak and read more well then I did before. Thank for wonderful teachers, especially thanks to XXXX!!

Note: Names and references to individuals have been deleted and replaced with "XXXX"

ESOL SURVEY COMMENTS – Mesa (Un-edited)

- The extra classes they add to E.S.L. classes don't help to us to learn English just wasting of time.
- This new ESOL program helps me a lots in my pronunciation.
- This college very prove my speaking English and listening and reading.
- Very good class, All of students love her.
- This new course helps me to improve a lot in my pronunciation, intonation and speaking, especially my speech presentation.
- I have learn a lot from this course, reading, speaking, intonation, pronunciation, and speech presentation.
- This program takes a lot of time. I already pass my other classes like as Math and phys but it takes a lot of time to pass just ESOL classes I see some people in English 51 or 56 and they can't write a essay. How can this happening?
- I like all classes and teachers. I improve my English in Mesa. I would like to continue my education in Mesa.
- I like to take ESOL because it improves my English and I want to get a better job.
- I think all the student don't have to pass all level to get on to the next level because it lost a lot of time for a student. For example, if a student pass ESOL 20 & 21, so he can't take ESOL 30 & 31 for the next semester. It's not fair.
- I think that some reading books are difficult book to the student and the teacher should read the new vocabulary in class for student.
- More time practiced and do some game in class. Let students study in groups and try to let them used a brainstorm. Thinking skills.
- I think these courses are good but you should be let us improve to other course after finish courses of speaking and listening because I pasted English 21 and 22 but I couldn't go to English 31 and 32. Thank you for your pay attention.
- I don't like your reading and listening classes. They take a lot of time. I think that the program you had before was better!
- I would like ESOL writing classes, listening and reading to but some classes instead they are separated. So student would easy to finish with less time.
- All classes are good and useful. Teachers are very good. I hope I pass all classes and be successful
- I think ESOL helps me to improve in my writing a lot. It help to improve my grammar and make sentences.
- I think that teachers must have good relationship with students. I don't agree with a rule that students can't use electronic dictionary, if we don't use dictionary, so we can't check vocabularies because some words we're not sure. Also electronic dictionary faster that we use paper dictionary, we won't waste much our times when we write assay or final exam.

Note: Names and references to individuals have been deleted and replaced with "XXXX"

ESOL SURVEY COMMENTS – Mesa (Un-edited)

- Writing essays and sending them by mail to teacher would be great because if teachers correct them, we can improve our English skills.
- I am a new student. I really love this school, but only thing I do not like is many ESOL classes. Please open more ESOL class so that ESOL students can get into class easily.
- I think that listening/speaking class should be with headphones in order to listen directly the correct speech.
- I think that this classes had been really helpful not only for me but for others too. We have an opportunity to have more help than high school teacher. I have learned a lot in this class. This is a great idea of having ESOL classes for people like me that need more help in English.
- I wish if they combined ESOL 30, 31, 32 in one class.
- I don't think I have learned something from speaking class because I have never had chance to practice my English speaking skills in ESOL 32 class.
- ESL program is more useful for students without listening/speaking and reading classes. It's just extra work for us. And everybody point only grammar. So what do we need them?
- I think that it takes a long time to finish this ESOL program, and especially now with the new program it's too many classes to pass to another English level.
- The ESOL are good classes and should not be non-credit courses.
- Hacunamatata! And the ESOL classes should be credits for the university transfer.
- I am the mother of children and I work 40 hours sometimes more a week. I really enjoyed the class however I couldn't get time to study. The program helped me a lot and I improved my English writing.
- I have no comments about 31 & 32 courses, that I think were not necessary to me! The ESOL course must have more programming method to know every day what we done and what we must do!
- I wish that I could take placement test more than 1 time a year because when I first took placement test, I didn't do very well because I had a cold. I think I've been in not really right courses.
- I think ESOL program is useful, but all three glasses combine is to long. Honestly, I didn't this program because it take a lot of time for one level. I would prefer all three glasses in one day is better.
- I think that ESOL placement test is very easy for the students who is taking English as a second language. It is very different from taking course which is more difficult than we took the test. That's why so many people are not easy to pass them.
- ESOL courses are very useful, but they should have more classes in the summer.
- I would like the new ESOL program comes true because I want to see how is the new program works for all the ESOL student in San Diego.

Note: Names and references to individuals have been deleted and replaced with "XXXX"

ESOL SURVEY COMMENTS – Mesa (Un-edited)

- Thanks for courses.
- I would like ESOL program offered the class in afternoon much better for people who have time.
- I think all ESOL students don't need to take 31 and 32, because that will be spend more their time to take those classes.
- My biggest thing I don't like about ESOL they don't offer too many classes in summer. So, the ESOL students are stock waiting for the next semester w/c is I think unfair for the ESOL students who wants to transfer in a 4 yr college.
- I'm very happy with ESL classes in this college. It is much better and competitive than others classes in Adult Continue Education School.
- I think it is better to let students going on to upper level even they can't pass one of the classes in one level.
- I've learned a lot in English writing/grammar. I don't think listening/speaking class is helpful at all. Read of course helps a lot. I've learned some new vocabulary and improve a little grammar skill. I think new ESOL program could be help to be a successful student in the future.
- The Writing and Reading Class is very helpful; however, the listening (?) class is wasting time.
- The listening and the reading classes in last semester didn't really help me, and it was a waste of time.
- I think that there should be more extra helps for ESL students. The reason is students don't have enough time to learn during class time. Sometimes, they need more help from (?). Learning a new language isn't easy if there isn't much helps.
- In my personal case, this class didn't help me in the aspect of the sounds of the words. (pronunciation) Although my writing is a lot better.
- More explained the English Grammar
- I think ESOL program is a really useful because I took EOSL classes last semester and it really help me to improve my English.
- ESOL classes are very useful for the student, who cam from different country. All of the teacher are very good at teaching for the student, who is taking English as a second language. English Language has so many rules and regulations, so taking ESOL classes are make students get confident for English 101, and (?).
- English teacher should give students a lot of homework about writing, reading and grammar.
- I think school should offer English lab instead of making students pay more money.
- I have had a great improvement since I took this course, so I am ready to go next step.
- Thanks for my English improvement. I really appreciate all Mesa College effort in many interesting courses.

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ESOL SURVEY COMMENTS – MIRAMAR (Un-edited)

- English 19 is conversation
- This program is very good. but I need more time a week.
- 19 class needs more conversation.
- I like to have English 20 in Summer time.
- Thanks very much for all your attention!!
- I like all ESL classes. I think, they are important for me.
- I think the classes are very good, but for me are very expensive because I don't have any help. Maybe I won't take classes the next semesters because I have to pay like 400 dollars and I'm not working now, but I think this is the only problem for me.
- Taking English class (ESOL) is very good for the people from the other country like me. I'm happy to study English with three classes a course (grammar, speaking, reading)
- For someone who has 2 jobs is very hard. I agree to more help to students about Financial Aid. Thank you.
- I like this English class, because it help me improve second language in this country.
- I like this class because I learn very much words and lots of pronunciation and reading and writing. I like my teacher XXXX and thanks a lot of her. Thank you very much.
- I am so happy to be in English class because I learned many think and glad of myself and enjoyed my teacher also.
- I like the 22 class very much. Because I learn a lot of pronunciation and reading and writing from professor: XXXX. Thank you very much!
- The ESOL class is very good. I like it.
- Please continue to open these classes.
- I very like this English class. it help me a lot to improve my English to communicate.
- No comments. Continue the good work.
- I feel this class was very useful for me. I learned many new words and my listening/speaking skills much better than before.
- I'd like to take ESOL classes in the summer because I think ESOL program is helpful for people who aren't a native English.
- I hope that there are many classes in the evening. In addition, If I finish the ESOL classes, I want to receive a certificate.
- ESOL is very helpful to improve my English skills. Especially, ESOL 20. I remember when I rote my first paragraph that I had a lot mistakes. Now I know a lot different grammar and how to use them and how to make the topic sentence, support sentence and conclusion sentence. I really enjoy ESOL classes!
- I think new program is very useful and we can successful on the high level in the future.

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ESOL SURVEY COMMENTS – MIRAMAR (Un-edited)

- I think this program I mean ESOL (12 unite) is to much. If you can combine some classes or cut some (?), it is much better. Thank you.
- I am a businessman who is working for XXXX. Sometimes I have a business trip, so I can't attend the class all the time. The only reason I study ESL is to improve English level. I don't need any credit. Please consider my situation.
- I think this is a wonderful course!
- I have not taken the class Question #6 letter A. so I do not have a comments whether is going to be useful or not.
- Each subject should have 2-3 classes per week instead of 4-5 classes. For example I want to take a math class; however, it runs 4 days in a week. Then I don't have time for other subjects.
- I would like you have ESOL classes here in Miramar College in the summer.
- I wish we have some early class in the evening. For myself Math, Grammar and any other classes require a lot of thinking. I think 6:00 pm to 9:30 pm class really late my brain starts stop functioning.
- I just hope that they'll be an opening class this summer for any ESOL class especially Level 30.
- Grammar class which is (30) should not be that long.
- I am very haply with ESOL class
- The program is good but really not enough especially in speaking where we don't work in laboratory. We need more computer for grammar classes. Certain classes could work with computer and other couldn't especially classes of evening. And (?) we need to know how to work with computer.
- I'm getting improvement for ESOL classes. I really enjoyed this class. The instructor explained clearly about all lessons. I got them clearly. Generally, I felt good. Thank you for concerning.
- I have learned a lot from this class because my instructor taught every topic very clearly, full of energy and fun to study with. My instructor provided a lot of useful group exercise, which really helped me to communicate and express myself with other classmates.
- I learned more vocabulary and grammar is this class. The professor has taught this lesson very clearly.
- I would like to continue learning, but I have repeated too much. I would like to consider helping in my case.
- ESOL program is good program. This program helps us to learn English. ESOL program has a great teacher as is the XXXX. Thank you.
- Need more programs for ESOL or workshops to learn more English.
- Do anything is best for students to learn. Not too much school and also study.

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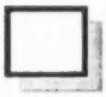

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